ED 381 610 AA 001 260

Resources in Education (RIE). Volume 30, Number 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 95
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 381 611 CE 068 473

Workshop on the Development of the UNESCO Co-Action Learning Centre Programme (1st, Kuala Lumpur, Malaysia, November 12-18, 1992). Final Report.
PUB DATE- Nov 92
NOTE- 54p.; For related documents, see CE 068 474-475.
LANGUAGE- English; Japanese
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Community Centers; Community Education; *Educational Facilities; Foreign Countries; Illiteracy; *Literacy Education; *Program Development; Program Effectiveness; Program Evaluation; Program Implementation
IDENTIFIERS- Asia Pacific Region; *UNESCO

This publication summarizes reports from a workshop to share the experience of UNESCO's literacy program and to learn about other effective experiences in literacy available in the region. The opening of the workshop and election of officers is reported. Summaries of the following reports are given: (1) the role of learning centers to achieve education for all; (2) World Federation of UNESCO Clubs and Associations and Asia-Pacific Federation of UNESCO Clubs and Associations; and (3) activities of the National Federation of UNESCO Associations in Japan. A report on workshop activities for literacy leaders of the UNESCO Co-Action Learning Centers discusses three topics: participants' expectations; shared experiences on establishment and operation of learning centers, including problems and achievement; and design of ideal learning centers. A summary of

ED 381 629 CE 068 717

Women's Forum: Gender, Language and Critical Literacy (Manly, Sydney, Australia, April 7-9, 1994). Forum Papers.
PUB DATE- Apr 94
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Bilingualism; *Consciousness Raising; Educational Change; Ethnicity; Females; *Feminism; Foreign Countries; *Literacy Education; Numeracy; *Progressive Education; Sex Fairness; *Womens Education; Womens Studies
IDENTIFIERS- Australia

These 12 papers reflect the range of issues and perspectives discussed at a forum that addressed three main topics: what a feminist critical literacy pedagogy is; a gender perspective of policy, organizations, and teachers' work; and concepts and practices of equity and inclusivity. The papers are as follows: "Questioning 'Progressive' Pedagogies" (Alison Lee); "Towards a Feminist Critical Numeracy Pedagogy" (Betty Johnston); "A Letter to Conference Participants" (Tricia Bowen); "'Once Upon a Time...': An Examination of Some Picture Books in the Light of a Feminist Critical Literacy Pedagogy" (Terri Morley-Warner); "Policy, Organisation, and Teachers' Work" (Jill Sanguinetti); "The Struggle for Critical Literacy and Feminist Reform: Some Axioms and Observations" (Nicole Gliding); "The Reconstruction of Women's Work in Adult Education" (Jennifer Angwin); "Bilingual NESB Non-English Speaking Background Women: An Untapped Resource" (Marta Rado); "Concepts and Practices of Inclusivity: Centring White Ethnicity in Literacy Practice" (Sue Shore); "A Crisis of Identity: Developing Strategies for Gender Inclusive Literacy Practices" (Jeanne Solity); "Talking on the Outer Edge" (Merilyn Childs); and "Postscript: Notes for a Film" (Delia Bradshaw). The forum program is appended. (YLB)

ED 381 630 CE 068 719

National Adult Literacy Congress: Leadership in Action (4th, Washington, D.C., September 17-20, 1993). Goals and Action Plans. Source Notes.
PUB DATE- Sep 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Citizenship Responsibility; Correctional Education; Educational Policy; Educational Quality; Education Work Relationship; English (Second Language); Family Involvement; *Illiteracy; Leadership; *Literacy Education; Public Policy; Strategic Planning

This publication presents the National Adult Literacy Goals and Action Plans developed at the Fourth National Adult Literacy Congress. The goals and action plans are intended for use in national, state, and local initiatives to support adult students as they become part of the solution to the illiteracy problem in the United States. A list of the 10 goals appears first. Each goal is then matched with a number of national, state, and local steps in an action plan to achieve it as well as measures for evaluating the effectiveness of each plan. The

ED 381 649 CE 068 753

Trade and Industrial Education Beginning Teachers...Making the Transition. A Handbook for Beginning Trade and Industrial Education Laboratory Teachers. Revised.
PUB DATE- 93
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *Classroom Techniques; Inservice Teacher Education; Laboratory Procedures; Secondary Education; Teaching Methods; *Trade and Industrial Education; *Trade and Industrial Teachers

This handbook was developed for persons in Virginia without formal teacher training who are teaching a laboratory course in trade and industrial education for the first time. The guide covers some of the issues that a beginning teacher must address in the first few weeks of school. The document also provides background information for the teacher-education courses required for licensure. The guide contains 10 sections that cover the following topics: (1) the first week of school; (2) learning and teaching; (3) managing the classroom and the laboratory; (4) organizing course content; (5) teaching methods and instructional aids; (6) implementing competency-based education; (7) evaluating student achievement; (8) state requirements; (9) teacher licensure; and (10) a bibliography containing 25 references. Five appendixes include the following: resource material, sample safety forms, Vocational Industrial Clubs of America information, discipline, and planning considerations. (KC)

ED 381 650 CE 068 754

Amarantides, Niki; Blumner, Ellen
The Port of Baltimore Workplace Skills Development Project. Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 68p.; For related documents, see CE 068 755-763.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Community Colleges; *Curriculum Development; Demonstration Programs; Functional Literacy; Government School Relationship; *Job Analysis; *Literacy Education; Partnerships in Education; Reading Diagnosis; *Reading Skills; Reading Tests; School Business Relationship; *Skill Development; Student Evaluation; Test Construction; Two Year Colleges
IDENTIFIERS- *Marine Occupations; Maryland (Baltimore); *Workplace Literacy

The Port of Baltimore Workplace Skills Development Project had the following objectives: perform literacy audits on at least 20 job titles within the port-related industries; develop curriculum modules providing literacy skill instruction using a functional context approach reflecting the Port of Baltimore needs; offer instructional services to at least 425 employees over the demonstration grant period; and develop an evaluation instrument for assessing port employees' basic literacy skills.

ED 381 669 CE 068 791

Kyle, Regina M. J.
School-to-Work Transition and Its Role in the Systemic Reform of Education: The Experience of Jefferson County, Kentucky, and the Kentucky Education Reform Act. Education Reform and School-to-Work Transition Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 32p.; For other documents in this series, see CE 068 788-792.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Education; Case Studies; Change Strategies; *Educational Change; Educational Legislation; Educational Needs; Educational Planning; Educational Strategies; *Education Work Relationship; Elementary Secondary Education; Magnet Schools; Models; Program Development; Program Implementation; Public Schools; School Districts; State Legislation; Strategic Planning; *Systems Approach; *Transitional Programs; *Vocational Education
IDENTIFIERS- Jefferson County Public Schools KY; *Kentucky Education Reform Act 1990

The role of school-to-work transition in the broader context of K-12 systemic reform was examined by way of a case study of Jefferson County, Kentucky, before and after passage of the Kentucky Education Reform Act (KERA) in 1990. The systemic approaches toward school-to-work transition as part of educational reform that were developed and implemented in the Jefferson County Public Schools were examined from the standpoints of the role of the state, district, and community infrastructures and the following external building blocks--federal policy and programs and national business and foundation support. Models of career/technical education restructuring and magnet career academies were developed, and specific examples of successful approaches and strategies for incorporating work force education as an element of systemic reform were identified. It was concluded that school-to-work transition should be part of a more comprehensive and strategic approach to educating students and that transition activities should be a regular part of the education process for all students. (Appended is a discussion of the relationship between systemic school reform in Jefferson County and the KERA.) (MN)

ED 381 670 CE 068 792

Freedman, Marc; Baker, Rachel
Workplace Mentoring for Youth: Context, Issues, Strategies. Education Reform and School-to-Work Transition Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 26p.; For other documents in this series, see CE 068 788-791.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Education; Educational Benefits; Educational Needs; Educational Practices; *Education Work Relationship; *Intergenerational Programs; Literature Reviews; *Mentors; Noncollege Bound Students; *School Business Relationship;

ED 381 689 CE 068 822

Imel, Susan
Welfare to Work: The Role of Adult Basic and Literacy Education. Practice Application Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Educational Benefits; Educational Research; Education Work Relationship; Federal Legislation; Federal Programs; Followup Studies; *Literacy Education; Low Income Groups; Program Effectiveness; *Role of Education; *Welfare Recipients
IDENTIFIERS- *Welfare Reform; *Welfare to Work Programs

In the nearly 5 years since the passage of the Family Support Act, a body of research related to the convergence of welfare reform and adult basic and literacy education has begun to emerge. Much of it deals directly with the experience of providing adult basic and literacy education to Job Opportunities and Basic Skills (JOBS) Program participants. Analysis of employment and training program evaluation research suggests that basic education and literacy services remain an important component of welfare reform, but they need to be fundamentally redesigned. Two studies of participants in Steps to Success, Oregon's largest JOBS program, are more encouraging. One study indicates that participants in the Career and Life Planning (CLP) Track experience positive changes in their concepts of self, skills, and sense of choice and personal control regarding progress toward self-sufficiency. Data from the other study show that clients from the CLP track raised their literacy skills substantially; the gains represented sustained learning gains and appeared to be significantly associated with reductions in future dependence on public assistance. Suggestions for developing effective programs include the following: customizing programs and services for JOBS clients; creating holistic, integrated curricula; developing collaborative relationships with other agencies; and developing more comprehensive participant outcomes. (YLB)

ED 381 690 CE 068 823

Imel, Susan
Teaching Adults: Is It Different? Myths and Realities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Adult Learning; *Adult Students; Age Differences; *Andragogy; Educational Research; *Educational Theories; *Learning Strategies; Student Attitudes; *Teaching Methods

One way to approach the question of whether teaching adults is different is by examining the types of learning in which adults

ED 381 708 CG 026 183

Powell, Richard R.; And Others
Classrooms under the Influence: Addicted Families/Addicted Students.
PUB DATE- 95
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Alcoholism; Children; *Classroom Environment; *Drug Addiction; *Educational Needs; Elementary Secondary Education; *Family School Relationship; *High Risk Students; Student School Relationship; Teacher Role; Teaching (Occupation); *Teaching Methods
IDENTIFIERS- *Addictive Behavior

Addiction, the focus of this book, is a social phenomenon that influences both social and academic issues in the classroom. The book is not simply about students who become addicted to chemical substances or alcohol; it is about the complex effects of addiction on the user and the impact of this addiction on other people in his or her life. Teachers preparing for the classroom are targeted, as well as experienced teachers, other educators, such as administrators and counselors, and professionals who work with young persons in and around schools. Findings of research reports, accompanied by actual stories of addiction, are presented throughout the book. After chapter 1, the remaining chapters follow a template in which a comprehensive overview of addiction as it operates in schools is developed. Chapter 2 gives background information on addiction, addicts, and sources of addiction, while chapter 3 describes how addiction affects classroom instruction. Chapters 4 and 5 describe some of the challenges teachers face and some of the manipulations employed by chemically dependent families. Chapters 6 through 9 offer advice on reactions teachers should avoid, helpful responses to students, classroom plans that help students who live with addicts, and some personal accounts of students and teachers who lived with addiction. Contains 67 references. (RJM)

ED 381 709 CG 026 184

Turner, Penelope B.
Sensitivity to Verbally and Physically Harassing Behaviors and Reported Incidents in Junior High/Middle School Students.
PUB DATE- 95
NOTE- 120p.; Master's Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Educational Environment; Elementary School Students; Grade 6; Grade 7; Grade 8; Intermediate Grades; Junior High Schools; *Junior High School Students; Middle Schools; Sexual Harassment; *Social Behavior; Student Attitudes; *Student Behavior
IDENTIFIERS- *Harassment; *Sensitivity Analysis; Youth Studies

This thesis investigates the sensitivity of junior high/middle school students to statements depicting verbal and physical sexual harassment. The independent variables that were investigated included gender, grade level, age, size of district, grades received, participation in sports, birth

ED 381 728 CG 026 221

Zuckerman, Karen, Ed.
Alcohol, Tobacco, and Other Drugs Resource Guide: Tobacco.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.
PUB DATE- Dec 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Adolescents; Annotated Bibliographies; Children; Drug Education; Elementary Secondary Education; *Health; Intervention; *Prevention; Resource Materials; *Smoking; *Substance Abuse; *Tobacco
IDENTIFIERS- *Tobacco Industry

This guide was designed to aid prevention specialists, educators, parents, and others in addressing tobacco problems among youth. Listed here are numerous publications--each one summarized--on tobacco use. The guide is divided into two sections: (1) Prevention Material for Tobacco; and (2) Studies, Articles, and Reports on Tobacco. Section one includes publications on secondhand smoke, spit tobacco, non-smokers' rights, tobacco as a drug, smoking and health, and other information. Each listing includes the following information: title, organization responsible for publication, publication date, format, topic, target audience, setting, readability, inventory number, and availability, including addresses and phone numbers. Many of the materials are for children. Section two, which consists of government publications and journal articles, features more extensive summaries than those that appear in the previous section. Some of the titles here address prevention, addiction, women, tobacco advertising, peer group influence, maternal smoking, Black Americans, prevention programs, health consequences, youth, passive smoking, predictors of use, gender differences, intervention, and government policy. Names, addresses, and phone numbers for groups, organizations, and programs on tobacco appear at the end of the guide. (RJM)

ED 381 729 CG 026 222

Drexler, Nora L.
Drug and Alcohol Awareness for Kindergarten.
PUB DATE- 94
NOTE- 41p.; For related teaching guides, see CG 026 223-230. Produced as part of the SPARKS (Smart People Act Responsibly to Keep Safe) educational program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alcohol Education; Children; Curriculum Guides; *Drug Education; Health; Instructional Materials; Intervention; *Kindergarten; Prevention; Primary Education; Resource Materials; Substance Abuse

This educational program on drugs and alcohol provides a "No-Use" message to students. The curriculum maintains that alcohol, tobacco, and illicit drugs are unhealthy and harmful, and that society's laws and values are to be respected. The lessons build students' resistance to influences that encourage drug abuse and they promote safe, healthy, and responsible attitudes while correcting mistaken beliefs and assumptions about drugs

ED 381 749   CS 012 102

Williams, Paul L.; And Others
1994 NAEP Reading: A First Look--Findings from the National
  Assessment of Educational Progress.
SPONS. AGENCY- National Center for Education Statistics (ED),
  Washington, DC.
PUB DATE- 95
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Secondary
  Education; Grade 4; Grade 8; Grade 12; *National Competency
  Tests; Racial Differences; *Reading Achievement; Reading
  Research; Regional Characteristics; Sex Differences; *Student
  Evaluation; *Test Results
IDENTIFIERS- *National Assessment of Educational Progress

This report presents a first look at national and state-level findings of students' overall proficiency in the National Assessment of Educational Progress (NAEP) 1994 reading assessment for grades 4, 8, and 12 and provides comparisons with the performance of their 1992 counterparts. The first chapter introduces the report, discussing topics such as the NAEP, the national sample, the trial state assessment program, the proficiency scale, achievement levels, and cautions in interpretations. The second and third chapters present a first look at the average reading proficiency and the attainment of achievement levels by America's students, discussing average national reading proficiency and average reading proficiency by region and by major reporting subgroups (race/ethnicity, gender, parents' educational level, public and nonpublic schools, and cross-state proficiency findings). Major findings include: (1) the average reading proficiency of twelfth-grade students declined significantly from 1992 to 1994; (2) across all three grade levels, female students continued to display higher reading achievement than male students; (3) reading proficiency was higher on average for students whose parents had more education; and (4) students attending nonpublic schools displayed higher average reading proficiency than their counterparts attending public schools. Appendixes present national and state sample descriptions, reporting subgroup(s) definitions, comparisons among states based on average proficiency, cross-state proficiency and achievement level tabular summaries, and state contextual background factors. Contains 7 figures and 12 tables of data. (RS)

ED 381 750   CS 012 106

Shapiro, Jon
Home Literacy Environment and Young Children's Literacy Knowledge
  and Behavior.
PUB DATE- 5 Nov 94
NOTE- 19p.; Paper presented at the Annual Meeting of the College
  Reading Association (38th, New Orleans, LA, November 3-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Research/Technical (143)
DESCRIPTORS- *Family Environment; Family Role; Foreign Countries;
  Longitudinal Studies; Parent Child Relationship; Parent
  Influence; Preschool Children; Preschool Education; *Reading
  Achievement; Reading Research; *Young Children

ED 381 769 CS 012 127

Onukaogu, C. E.
Problems and Prospects of the Whole Language Approach to Literacy Education in the Depressed Economies of the Third World: The Nigerian Experience.
PUB DATE- Jul 94
NOTE- 18p.; Paper presented at the Annual Whole Language Umbrella Conference (5th, San Diego, CA, July 12-17, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Developing Nations; Economic Factors; Elementary Secondary Education; *English Instruction; Foreign Countries; Illiteracy; Instructional Materials; Politics of Education; *Whole Language Approach
IDENTIFIERS- Educational Issues; *Nigeria; Trade Books

Whole language has the potential to boost literacy in Third World countries like Nigeria, where the language curriculum has not been given the political and economic support it deserves. The economic depression in the Third World may not allow for a robust development of whole language. One effect of the decay of education in the Third World is the resurgence of illiteracy in all levels of the school system. A recent empirical study shows that a whole language approach to the teaching of reading comprehension facilitates literacy learning and teaching more than the "classical" method which currently informs the teaching of reading in most Third World Anglophone states. Some problems in the adoption of whole language in Nigeria are the paralysis in the growth and development of indigenous literature; the unavailability of books from overseas; and the lack of political and economic will to support whole language. The Ile-Ife branch of Teachers Applying Whole Language has embarked on a number of activities to acquaint literacy teachers with whole language. The Department of Teacher Education, University of Ibadan, has developed a Curriculum Recycling Theory which strives to transfer into school the zest and dynamism for learning that many Nigerian students demonstrate at home. The habits and attitudes of Third World learners, parents, and administrators need to be studied in order to understand why they do what they do. There is also a need to contextualize and domesticate whole language in Third World countries. (Contains 32 references.) (RS)

ED 381 770 CS 012 128

Garcia, Georgia Earnest; Godina, Heriberto
Bilingual Preschool Children's Participation in Classroom Literacy Activities: "Once upon a Time" and Its Alternatives.
PUB DATE- Dec 94
NOTE- 14p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *Bilingual Students; *Class Activities; Comparative Analysis; Ethnography; *Multicultural Education; Preschool Education; *Reading Aloud to Others; Reading Research
IDENTIFIERS- *Emergent Literacy; Print Awareness

ED 381 790 CS 214 800

Banschbach, John
Aesthetics in Writing Assessment, or a Student's Essay about a Poem is Itself a Work of Art.
PUB DATE- Mar 95
NOTE- 7p.; Paper presented at the National Council of Teachers of English Spring Conference (Minneapolis, MN, March 16-18, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Sophomores; *Creative Writing; *Expository Writing; Higher Education; Painting (Visual Arts); *Poetry; *Writing Evaluation; Writing Exercises; *Writing Instruction
IDENTIFIERS- Writing about Literature

Stephen Tchudi, among others, argues that the distinction between expository writing and creative writing is finally a false distinction. Louise Rosenblatt explains that whether readers are reading creative writing or expository writing, they expect the experience of reading to provide them with both information and pleasure. A corollary of these arguments is that students learning to write essays about literature need to have an aesthetic purpose for writing as well as an informative one. The subjects of this experiment were college sophomore students taking a course in writing about literature. As part of a revision they were asked to make their essays more pleasing--more pleasing to the instructor. In other words, their revised essays were to include three specific features: a precise use of words, conspicuousness of ideas, and a balanced arrangement of ideas. To illustrate the aesthetic function of these features, the instructor used poetry and painting. Leaving certain words out of Robert Frost's "The Need of Being Versed in Country Things," the instructor passed out the poem and asked students to supply the missing words; later he compared their choices with Frost's more precise ones. Then, using a series of paintings including John Constable's "The Haywain" and Philip Evergood's "The Sunny Side of the Street," he illustrated the concepts of balance and focus. (TB)

ED 381 791 CS 214 801

Wimberly, Sabrenai R.
Improving Written Expression of Seventh Grade Mildly Intellectually Disabled Students Utilizing a Basal Reading Program, Journal Writing and Computer Applications.
PUB DATE- 94
NOTE- 53p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Communication (Thought Transfer); *Communication Skills; Computer Assisted Instruction; Cooperation; Grade 7; Journal Writing; Junior High Schools; *Junior High School Students; Language Arts; *Learning Disabilities; Middle Schools; Reading Difficulties; *Remedial Programs; *Remedial Reading; *Writing Improvement
IDENTIFIERS- *Middle School Students

A practicum was designed to increase mildly intellectually disabled students' written communication skills by demonstrating functional written expression skills in daily assignments and in social communication. A sequenced reading

ED 381 810   CS 214 826

Boice, Robert
How Writers Journey To Comfort and Fluency: A Psychological Adventure.
PUB DATE- 94
NOTE- 270p.; Foreword by Donald M. Murray.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Audience Awareness; Higher Education; Motivation; Program Descriptions; Psychotherapy; *Writing (Composition); Writing Apprehension; *Writing Improvement; *Writing Processes
IDENTIFIERS- Composition Theory; *Writing Development

Combining the practical lessons of clinical practice and the literature of the disciplines of composition theory and psychology, this book merges what writers say about writing with what researchers and scholars say in a way that helps both experienced and inexperienced writers at the writing desk. The writers depicted in the book are comprised of 26 academic and 26 non-academic writers who ranged from young careerists to retirees. The six chapters in the book (Motivation, Imagination, Fluency, Control, Audience, and Resilience) reflect the six steps in the clinical program designed to help writers find comfort and fluency. The book presents a breadth of strategies uncommon to other writing programs--it starts well before usual beginnings, with considerable attention to finding motivation and ideas for writing, and proceeds well beyond the usual pressurings for writing. (RS)

ED 381 811   CS 214 836

Pogner, Karl-Heinz, Ed.
More about Writing. Odense Working Papers in Language and Communication.
PUB DATE- May 94
NOTE- 158p.; Papers presented at the "Writing Day" Conference (2nd, Odense, Denmark, May 21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Collected Works - Serials (022)
DESCRIPTORS- Cultural Context; Foreign Countries; Higher Education; *Writing (Composition); *Writing Instruction; *Writing Processes; Writing Research; Writing Strategies
IDENTIFIERS- Author Text Relationship; Computer Assisted Writing; Voice (Rhetoric); *Writing Contexts; Writing Development; Writing in a Second Language; *Writing Thinking Relationship

This collection of articles deals with research on writing, didactics, mother-tongue writing (sociocognitive perspectives, writing profiles, writing strategies), and foreign language writing (a survey of empirical studies, an outline of different teaching methods, and a consideration of writing as a thinking tool). Following an introduction by the editor, articles and their authors are: "Constructing a Voice from Other Voices: A Socio-Cognitive Perspective on the Development of Authorship in a Beginning Writing Classroom" (Stuart Greene); "Computers and Writing: Implications for the Teaching of Writing" (Luuk van Waes); "Speech as a Content-Generating Strategy in Writing" (Christian Kock); "What Do We Know about Writing Processes in L2? The State of the Art" (Hans P. Krings); "Text-ing: Toward a (Foreign Language) Writing Didactics" (Karl-Heinz Pogner); and "Teaching Expository Writing" (Lennart Bjork). A list of

ED 381 829 CS 508 893

Burnett, Ann; Badzinski, Diane M.
Twelve Angry Jurors?: Argument in the Jury Decision Making Process.
PUB DATE- Nov 94
NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Decision Making; Discourse Analysis; Higher Education; Interpersonal Communication; *Juries; *Persuasive Discourse; Undergraduate Students
IDENTIFIERS- *Communication Behavior; Communication Context

Although scholars know a great deal about how argument works in the small group process in general, little is known about the role of argument in the jury decision making process. A study used R. A. Meyers' (1991) coding scheme to analyze the argument in 80 juries. Subjects were 209 males and 203 females enrolled in communication courses at a large midwestern university. Juries consisted of groups of four, five, or six members. Juries watched either a 12-minute videotaped segment of a man accused of possession of marijuana, or a 20-minute segment of a man accused of murder. Both cases were somewhat complex in that the decisions could have gone "either way." Jurors were given no instruction in the law and were given up to 30 minutes to reach a verdict. Results indicated that jurors use assertions and agreements most often, followed by propositions, elaborations, and nonrelated arguments. Results also indicated that similar arguments are made by jurors in trials of differing magnitude. Findings suggest that juries are active, deliberative decision making bodies, although the argument that occurs during jury deliberation may not be complex. (Contains 50 references and a table of data. A portion of Meyers' argument category scheme is attached.) (RS)

ED 381 830 CS 508 894

Hyde, Bruce
An Ontological Approach to Education.
PUB DATE- Feb 95
NOTE- 29p.; Paper presented at the Annual Meeting of the Western States Communication Association (Portland, OR, February 10-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Philosophy; *Educational Principles; Elementary Secondary Education; Higher Education; *Language Role; Theory Practice Relationship
IDENTIFIERS- Landmark Education Corporation; *Ontology; Postmodernism

Distinguishing the contextual realm addressed by ontological education as a valid area for inquiry by those who think about language and communication, this paper discusses an approach to education that is ontological in nature, in that its focus is the "being" of human beings rather than their knowledge. The paper explores several ideas drawn from the work of the

ED 381 851 EA 026 558

Lashway, Larry
Facilitative Leadership. ERIC Digest, Number 96.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Behavior; *Administrator Responsibility; *Administrator Role; Educational Cooperation; Elementary Secondary Education; Interprofessional Relationship; *Leadership; *Leadership Styles; Organizational Climate; *Participative Decision Making; Professional Autonomy; Teacher Administrator Relationship
IDENTIFIERS- ERIC Digests; *Facilitative Leadership

Influenced by leadership developments in the private sector, educational researchers have increasingly focused their attention on "transformational" models of leadership that emphasize collaboration and empowerment. The facilitative leader's role is to foster the involvement of employees at all different levels. This digest summarizes current research on facilitative leadership. In contrast with traditional leaders whose domination is derived from formal authority and hierarchy, facilitative principals create environments in which teachers can work effectively. However, facilitation occurs within the existing structure, meaning that those accorded legal authority to ratify decisions continue to do so. Facilitative leadership requires that administrators trust and believe that others can and will function independently and successfully. It also requires the ability to utilize multiple frames of reference for understanding different aspects of organizational life. Tensions that accompany facilitative leadership include the blurring of accountability and the need to balance accommodation with an inflexible hierarchical system (for example, external pressure to act on issues). Finally, administrators interested in changing to a facilitative style are advised to start slowly; communicate their intentions clearly; adapt their strategies to individual variations; and avoid becoming preoccupied with formal structures, roles, and procedures. (LMI)

ED 381 852 EA 026 603

Purkey, William Watson; Stanley, Paula Helen
The Inviting School Treasury: 1001 Ways To Invite Student Success.
PUB DATE- 94
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Community Involvement; *Educational Environment; Elementary Secondary Education; Human Resources; Motivation; *Organizational Climate; School Community Relationship; *Student Participation

This book contains over 1,000 ideas for implementing inviting school practices. The book is based on the theory of

ED 381 870   EA 026 655

Broughman, Stephen; Rohr, Carol L.
Private School Graduation Requirements. Issue Brief.
PUB DATE- Jan 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; College Preparation; *Curriculum Design; *Graduation Requirements; High Schools; *Private Education; *Private Schools

In "A Nation at Risk," the National Commission on Excellence in Education published a recommended high school curriculum based on higher standards for student achievement. This document examines the graduation requirements of private schools, using data from the National Center for Education Statistics (NCES) 1990-91 Schools and Staffing Survey (SASS). Findings indicate that for the 1990-91 school year, the private school record in meeting the commission's recommendations for graduation was mixed. In several subjects, notably computer science and social science, many private schools met or exceeded the recommendation. However, in other subjects, such as science and mathematics, they required fewer than the recommended years. Even though private schools failed to meet the recommendations for some subjects, private schools required more hours of study in five subjects, including mathematics and science, than public schools. Private schools required no fewer years of study in English than did public schools. A greater percentage of private schools also met all requirements than did public schools. Most of the differences between types of private schools were in the foreign language requirement. The variation in the years of foreign language required may reflect the orientations of different types of private schools toward preparing students for college. One table is included. (LMI)

ED 381 871   EA 026 656

Louis, Karen Seashore; And Others
Teachers' Professional Community in Restructuring Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 6 Dec 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Collegiality; Elementary Secondary Education; Faculty Development; Group Unity; *Interpersonal Relationship; *Organizational Climate; *Organizational Development; Path Analysis; Professional Development; *Quality of Working Life; *School Restructuring; Teacher Welfare; Teaching Conditions

This paper reports findings of a study that is grounded in the assumption that the ways in which teachers interact outside their classrooms may be critical to the future of school restructuring and the effects of restructuring on students. The paper develops a framework for analyzing professional community within schools, examines school characteristics that support the development of professional community, and evaluates the consequences of professional community for the responsibility teachers take for student learning. Data were collected during 1991-94 from 8 elementary, 8 middle, and 8 high schools across the United States that demonstrated progress in organizational

ED 381 889 EA 026 681

Watson, Keith
Educational Provision for the 21st Century: Who or What Is Shaping the Agenda and Influencing Developments?
PUB DATE- Oct 94
NOTE- 41p.; Paper presented at the Annual Meeting of the Southern African Comparative History of Education Society (Gabarones, South Africa, October 25-27, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Economic Factors; Educational Development; *Educational Economics; Educational Finance; Educational Policy; *Educational Trends; Elementary Secondary Education; Foreign Countries; Futures (of Society); *International Education; Policy Formation; Politics of Education; Population Trends; *Social Influences

With the growing politicization of education, the increasing number of educational reports and commissions, the growing interdependence of nations and their economic systems, this paper explores which factors normally shape education systems. Specifically, it identifies the extraneous and international forces shaping the intellectual agenda and the educational agenda. These forces have also helped to reduce the political and financial capacities of national and local governments to control their own education systems. Part 1 discusses some of the global influences that affect all education systems and shows how they shape the agenda and inform opinion. These influences include changing ideas about the nature and role of the state; the impact of supranational organizations; changing economic patterns; and demographic trends. Part 2 identifies international trends in educational policies and developments, and their implications for education. Changes in administration and education are examined, as well as the quality of academic standards. Whether it is possible to forecast developments into the next century at this stage remains a moot point in terms of educational policies, but not in terms of economic and demographic predictions. Three figures and four tables are included. (LMI)

ED 381 890 EA 026 682

Miles, Albert S.
A Preventive Law Approach to the Family and Medical Leave Act of 1993.
PUB DATE- Nov 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Compliance (Legal); Elementary Secondary Education; Employee Assistance Programs; Family Work Relationship; *Federal Legislation; Federal Regulation; Higher Education; *Leaves of Absence; *Personnel Policy; Policy Formation; *Released Time; School Responsibility
IDENTIFIERS- *Family and Medical Leave Act 1993

The Family and Medical Leave Act (FMLA) of 1993 was passed to

ED 381 909 EA 026 704

Evans, Ian M.; And Others
Staying in School: Partnerships for Educational Change.
PUB DATE- 95
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College School Cooperation; *Dropout Prevention; *Educational Cooperation; Educationally Disadvantaged; Elementary Secondary Education; Family School Relationship; Higher Education; High Risk Students; Intervention; *Partnerships in Education; Potential Dropouts

Faced with alarming dropout rates, educators must find ways to encourage students at risk of dropping out to remain in school. This book describes a variety of prevention programs based on partnerships between universities and local elementary and secondary schools. Among the innovative approaches were combining education and social services in early intervention, collaborating with the families of young children and adolescents, and arranging participatory visits to college campuses for high school students. Guidelines are offered for creating a program that fits the individual needs of schools, obtaining funding, staffing the program, selecting students to participate, and evaluating the program's effectiveness. Following the prologue, "The Evolution of a School-University Partnership (John Devine), are: (1) "New York State's Stay-in-School Partnership Program: Overview and Evaluation" (Charles F. Graber, and others); (2) "Home-School Partnerships: Involving Families in the Educational Process" (Ian M. Evans, Akiko Okifuji, and Alison D. Thomas); (3) "Early Intervention: Linking Education and Social Services with Care" (Terry Cicchelli and Richard E. Baecher); (4) "Starting a University-School Partnership in a High-Risk School" (Joseph C. Grannis); (5) "An Inclusion Model To Reduce At-Risk Status among Middle School Students: The Syracuse Experience" (Luanna H. Meyer, and others); (6) "Change in the Education System: A Middle School Perspective" (Marvin Cohen); (7) "The University Visit: A Mosaic of Futures" (Jeffrey Beaudry, and others; (8) "School-University Houses: Support for the Restructuring of Secondary Schools" (Norman P. Shapiro and Rhoda Pearl Peltzer); (9) "Partnership Dynamics in Practice" (Michael N. Bazigos); (10) "A Perspective on Students at Risk in the Suburbs" (Aaron W. Godfrey); (11) "School-Centered Teacher Education: School Improvement through Staff Development" (Norman P. Shapiro); and (12) "Preparing Teachers for Student Diversity: Education Course Curriculum" (Allison F. Alden). The epilogue, "Learning Together: Practical Lessons from School-University Partnerships," (Ian M. Evans, and others) concludes the book. Contains 183 references. (LMI)

ED 381 910 EA 026 705

Brush up Your Study Skills: Tips for Students and Parents.
PUB DATE- 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

ED 381 929 EC 303 875

Montgomery, Deborah L.
A Profile of Special Education Finance Reform in Vermont. State Analysis Series.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 95
NOTE- 31p.; For related documents, see EC 303 874-876.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Block Grants; Case Studies; *Disabilities; Educational Change; *Educational Finance; Educational Legislation; *Educational Policy; Elementary Secondary Education; *Finance Reform; Special Education; State Aid; *State Legislation; State Programs
IDENTIFIERS- *Funding Formulas; *Vermont

This paper traces the historical context of the passage and implementation of Vermont's Act 230 in 1990, which initiated a new special education funding system to increase equity, predictability, and flexibility in program design as well as to ensure placement neutrality. Specific objectives of the funding system included increasing the use of prereferral services for children with diverse needs and the inclusion of children with disabilities in regular classes. The funding formula has three components: (1) a mainstream block grant to school districts based on total student enrollment; (2) an extraordinary service reimbursement providing compensation to districts for unusually high-cost individual cases; and (3) an intensive services reimbursement to help with all remaining allowable special education costs not otherwise covered. This paper relates this reform to special education policy, programs, and services; discusses the objectives for reform and the mechanics of the new funding system; reviews the results to date of an ongoing statewide evaluation; and presents a summary of interviews with state- and local-level constituents during the fourth year of implementation of the new formula. Contains seven references. (DB)

ED 381 930 EC 303 876

Montgomery, Deborah L.
A Profile of Special Education Finance Reform in Oregon. State Analysis Series.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 95
NOTE- 29p.; For related documents, see EC 303 874-875.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitudes; Case Studies; *Disabilities; Educational Change; *Educational Finance; Educational Legislation; *Educational Policy; Elementary Secondary Education; Equalization Aid; *Finance Reform; Special Education; *State Legislation; State Programs
IDENTIFIERS- *Funding Formulas; *Oregon

This report describes the process and outcomes of implementing Oregon state legislation (Senate Bill 814 in 1991), which restructured the state's special education funding system. The

ED 381 949 EC 303 895

Miller, Maurice
Sources of Resilience Outcomes.
PUB DATE- 7 Apr 95
NOTE- 18p.; Paper presented at the International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9 1995). Support for this research provided by the ALCD Foundation Grant.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Higher Education; Individual Development; Influences; Interviews; *Learning Disabilities; *Personality Traits; *Psychological Characteristics; Student Attitudes; *Student Characteristics; Success
IDENTIFIERS- *Resilience (Personality)

Elements leading to resilience or non-resilience in 10 undergraduate students who had been diagnosed as having a learning disability (LD) were studied. Subjects were labeled as either "resilient" or "non-resilient" depending on their grade point average in their major field. Themes which emerged as common experiences of resilient students from analysis of interview content included: success in a group/team experience, particular areas of strength, an encouraging teacher, a special friend, a strong drive to be self-determining, acknowledgement of the learning disability, and distinctive "turning points." A literature review preceding the report of the study looks at long-term outcomes for LD children, focusing on characteristics of resilience in which outcomes are better than might otherwise be expected. The review addresses outcomes for children with LD, definitions of resilience, learning disability as a risk factor in development of resilience, protective factors (such as a positive early child temperament and a supportive family milieu), and specific strategies to increase self-understanding and thus resilience. (Contains 22 references.) (DB)

ED 381 950 EC 303 896

Robinson, Jacques H.; And Others
Twenty Years of Research & Development on Practitioner Competencies Related to Transition.
PUB DATE- Mar 95
NOTE- 739p.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Development; *Competency Based Teacher Education; *Disabilities; Educational History; Education Work Relationship; Higher Education; *Inservice Teacher Education; Interdisciplinary Approach; *Preservice Teacher Education; Rehabilitation Counseling; Research Projects; Secondary Education; Special Education; Special Needs Students; *Transitional Programs; Vocational Education
IDENTIFIERS- *Kent State University OH

This document summarizes the history and results of a programmatic effort at Kent State University (Ohio) to develop and implement interdisciplinary Competency Based Personnel Preparation programs oriented to the education of practitioners and leadership personnel in the transition of youth and adults

ED 381 970 EC 303 917

Schrag, Judy A.
Use of Part B Funds To Support School Reform: A Communication Panel Report on Framing the Task. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 19 Apr 95
NOTE- 16p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Educational Change; *Educational Finance; Educational Legislation; Elementary Secondary Education; *Federal Legislation; Interviews; *Questionnaires; School Restructuring; State Boards of Education; State Surveys; *Telephone Surveys
IDENTIFIERS- *Individuals with Disabilities Education Act Part B

This report summarizes input from a communication panel of four State Directors of Special Education and one state staff member who helped develop an instrument for determining to what extent administrative, discretionary, and flow-through funds of Part B of the Individuals with Disabilities Education Act were being used to support school reform activities. The panel provided feedback on a telephone interview instrument which will be used to obtain information from selected states regarding Part B-funded initiatives. The revised telephone interview instrument is included. (Author/PB)

ED 381 971 EC 303 918

Schrag, Judy A.; Henderson, Kelly
Identification of Information Needs of State Education Agencies Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 5 May 95
NOTE- 21p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Early Childhood Education; Elementary Secondary Education; *Information Needs; *Needs Assessment; *State Departments of Education; *User Needs (Information)

This report summarizes an analysis of information needs among 42 state directors of special education and other state education agency (SEA) staff. Areas identified as moderate to strong needs for further information include: assistive technology, discipline and behavior management, early childhood, finance, Individualized Education Programs, least restrictive environments, outcomes and accountability, procedural safeguards, and rules and regulations. Needs most frequently cited across three different information sources were personnel development, compliance and monitoring, special populations, procedural safeguards, inclusion, early childhood, and finance. Brief discussions of topic areas of great information need are provided. An appendix offers a synthesis of SEA information needs. (PB)

ED 381 972 EC 303 919

Vergun, Pamela B.; Chambers, Jay G.

ED 381 991 EC 303 947

Nardone, Alex; McGrath, Glenn
A Special Needs Post-High School Program at St. Joseph College: "If They Could See Me Now...".
PUB DATE- 6 Apr 95
NOTE- 39p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995). Some pages contain very small, filled print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Bound Students; *College School Cooperation; Cooperative Programs; *Education Work Relationship; High Schools; Inclusive Schools; Postsecondary Education; *Special Needs Students; Student Personnel Services; *Transitional Programs
IDENTIFIERS- *Saint Joseph College CT; *West Hartford Public Schools CT

This collection of materials describes a collaborative program between the West Hartford (Connecticut) Public Schools and St. Joseph College (Connecticut) to prepare special needs students who have completed high school for transition to employment and community living. The program is intended to provide meaningful integration of special needs students with nonhandicapped, age-appropriate peers and utilizes special education support services, vocational and community experiences, 2-year programming, and job opportunities on campus. The materials include information about program features; an outline of life-centered career education competency units; an individualized education program form; sample academic worksheets; sample vocational training worksheets; and other information concerning life skills, community living, parent communication, and homework. (DB)

ED 381 992 EC 303 948

Gayer, Harvey L.; And Others
Is It Attention Deficit Hyperactivity Disorder?
PUB DATE- 6 Apr 95
NOTE- 6p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attention Deficit Disorders; Biological Influences; *Check Lists; Elementary Secondary Education; *Etiology; *Hyperactivity; *Referral; Social Influences; Student Evaluation

This brief paper addresses the referral of students for psychoeducational evaluation of problems with attention control and overactivity, and provides a checklist to assist teachers in the determination of possible hypotheses to consider prior to formal referral. The paper and checklist emphasize the variety of possible causes of attentional and related deficits. Areas covered by the checklist include neurobiological factors, congenital factors, toxins and other environmental agents, brain injury or dysfunction, academic factors, social factors, emotional factors, sensory factors, and other general factors. (DB)

ED 382 012 FL 022 908

King, Lid, Ed.; Boaks, Peter, Ed.
Grammar! A Conference Report.
PUB DATE- 94
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Classroom Communication; Classroom Techniques; Communicative Competence (Languages); Curriculum Design; Educational Strategies; Foreign Countries; *Grammar; Information Technology; *Language Acquisition; *Language Patterns; Secondary Education; Second Language Instruction; *Second Languages; Tenses (Grammar); Textbook Content; Uncommonly Taught Languages; Welsh; Writing (Composition); Writing Evaluation

Papers from a conference on the teaching of grammar, particularly in second language instruction, include: "Grammar: Acquisition and Use" (Richard Johnstone); "Grammar and Communication" (Brian Page); "Linguistic Progression and Increasing Independence" (Bernardette Holmes); "La grammaire? C'est du bricolage!" ("Grammar? That's Hardware!") (Barry Jones); "Grammar in Classroom Interaction" (James Burch); "Welsh for Beginners" (Geraint Hughes); "Awareness of Language" (Eric Hawkins); "Grammar and the 'Less Able' Learner" (Patricia McLagan); "Tenses: A Learner's Experience" (Christiane Montlibert); "GCSE to 'A' Level" (John Thorogood, Betty Hunt); "Information Technology: Use and Abuse" (Pam Haezewindt); "Grammar in a Coursebook: A Writer's Perspective" (Barry Jones); "Grammar in the MFL National Curriculum" (Mary Ryan); and "Percept Before Precept" (Eric Hawkins). Appended materials include criteria for evaluating higher-level writing and a collection of activities using information technology for grammar instruction. A list of references is included. (MSE)

ED 382 013 FL 022 910

Keller, Rudi
On Language Change: The Invisible Hand in Language.
PUB DATE- 94
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Diachronic Linguistics; Foreign Countries; *Language Research; *Language Variation; *Linguistic Theory; *Sociocultural Patterns

The nature of language change over time is examined, and an evolutionary theory of language is proposed. The text, intended for laymen, students, and experts alike, first addresses the reasons and mechanisms by which language changes, and attempts to identify a relationship between the essence of language, reasons for change, and the genesis of change. It then presents a conjectural story about the history of language development and examines both the role of natural phenomena and the role of humans in creating language. It is proposed that language is neither a natural nor a man-made phenomenon, but a third kind, and an "invisible-hand" theory is drawn upon as an explanation of language change. The theory argues that some overall pattern or design has been produced and maintained without human

ED 382 033 FL 022 956

Inman, Julie E.
Major Threats to Foreign Language Education in the U.S.A.: A Brief Overview.
PUB DATE- 2 Mar 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Budgeting; Educational Change; Educational Trends; Elementary Secondary Education; *Futures (of Society); Government Role; *Second Language Instruction; *State Action; *State Programs
IDENTIFIERS- *United States

Based on data obtained from the state supervisors of foreign languages by the Joint National Committee for Languages, this brief report lists the threats that jeopardize the status of language programs in the United States. These include: budget constraints; the possibility of further minimizing the federal role in education; reversing the education reform efforts achieved during the 103rd Congress with the implementation of Goals 2000 and "Improving America's Schools"; and the isolationist attitude pervading Congress, which could affect any and all programs that are international in scope. Also detailed are the threats that loom at the state and local levels. The final section highlights the threats to language education in a select number of states, including New York, Wisconsin, Texas, North Carolina, Colorado, California, Washington, Georgia, and Massachusetts. (JL)

ED 382 034 FL 022 966

Powers, Faith
English as Official Language: An Act of Unification or Segregation?
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bilingual Education; *English; *Federal Legislation; *Official Languages; Voting
IDENTIFIERS- *English Only Movement; *United States

This report discusses four bills that have been introduced to the House of Representatives to amend Title IV of the United States Code to declare English as the official language of the United States, as well as for other purposes. The first two bills, H.R. 123 and H.R. 345, are both entitled the Language Government Act. they are very similar in that they recognize the ethnic, cultural, and linguistic diversity of the United States and propose the declaration of English as the official language of the United States as a means to unify the nation. H.R. 739, entitled the "Declaration of Official Language Act" was submitted to the House of Representatives on January 30, 1995. This bill is much more sweeping than the previous two in that it would not only establish English as the official language of the government but also as the "preferred" language of communication among citizens of the United States. The National Language Act, H.R. 1005 calls for termination of bilingual education programs and the repeal of bilingual voting requirements, but also goes into much more detail about how this should be done. It is suggested that the declaration of

ED 382 057 FL 800 975

The Arlington Adult Learning System (AALS) Final Report, October 1992-December 1994.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 164p.; For a related document, see FL 800 976. Some pages contain filled-in type.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Agency Cooperation; *Community Organizations; Consortia; *English (Second Language); Higher Education; *Limited English Speaking; Postsecondary Education; Program Descriptions; Program Effectiveness; Program Evaluation; School Districts; Second Language Programs; *Transitional Programs; Universities; *Vocational Education
IDENTIFIERS- *Arlington Adult Learning System VA

The Arlington (Virginia) Adult Learning System (AALS), a program designed to link resources and enhance services of English-as-a-Second-Language (ESL) providers, is described. The AALS is a consortium in which an adult education provider (the public school system) coordinates efforts of its own organization with a community-based organization, a vocational institute, and a university to transition limited-English-proficient adults into college and vocational training. The report analyzes the AALS from the point of view of program design, outcomes, and processes related to the project's objectives as well as impact the project has had on learners, institutions, and service delivery systems in Arlington. The report also includes discussion of challenges faced, lessons learned, and strategies for institutionalization. Sections describe: the partner programs; the rationale for creating a transitional program; program services; first year (1992-93) objectives; second-year (1993-94) objectives; accomplishment of objectives; project impact on learners; supporting data (course completion, transition data, standardized test data); impact on institutions and systems; challenges to implementation and lessons learned; dissemination activities; efforts at institutionalization; and evidence of program replicability. It is concluded that AALS has enabled ESL service providers to develop a full-service system of training to address a wide range of language learning needs and goals, with both learners and institutions benefitting. Appendices include: entry level descriptions; electronic data management: screens; individualized education plans; progress reports; needs assessment; application process; participant demographics; schedule of services; project completion surveys; Arlington Education and Employment Program (REEP) Curriculum: Index of Topics; and an article from the "Watesol News." (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 382 058 FL 800 976

The Arlington Adult Learning System (AALS) Curriculum: A Transitional ESL Curriculum for Adults.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 751p.; For a related document, see FL 800 975.
LANGUAGE- English
EDRS Price- MF04/PC31 Plus Postage.

ED 382 078 HE 028 265

Tan, David L.
Institutional Research: Is It a Fad or Here To Stay?
PUB DATE- 11 Apr 95
NOTE- 15p.; Paper presented at the Spring Conference of the Oklahoma Association for Institutional Research and Planning (Stillwater, OK, April 11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Educational Administration; *Educational Planning; *Educational Trends; Higher Education; *Institutional Research; Policy Formation; Public Relations; Resource Allocation; Trend Analysis

This paper examines the role of institutional research (IR) in higher education, focusing on past trends and future possibilities for such research. It discusses the origin of IR in the 1950s and 1960s as a force to assist higher education planning and management, as well as the expansion and fragmentation of IR in the 1970s and 1980s due to retrenchment and calls for accountability in higher education. It is argued that future IR must be both centralized and decentralized, as well as more pro-active, in dealing with the challenges faced by higher education institutions. Such IR should be designed to: (1) inform constituents; (2) provide a rational approach to decision making; (3) assist in the formulation of institutional policies; (4) identify problems and provide alternative means of resolution; (5) facilitate management and evaluate outcomes; (6) support resource allocation; and (7) integrate IR with institutional planning. (MDM)

ED 382 079 HE 028 266

Access to the Baccalaureate Degree in Florida. Report and Recommendations of the Florida Postsecondary Education Planning Commission. Report 4.
PUB DATE- Feb 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Admission Criteria; *Bachelors Degrees; *College Admission; Community Colleges; Comparative Analysis; Educational Demand; *Educational Finance; *Educational Policy; Educational Trends; Enrollment; Higher Education; Private Colleges; Public Colleges; *State Norms; State Programs; Undergraduate Study
IDENTIFIERS- *Florida; State University System of Florida

This report was designed to examine access to postsecondary education and baccalaureate degrees in Florida and make recommendations to increase access opportunities for qualified students. It reviews state education policies concerning enrollment limits at state universities, admission criteria at state universities, admission to community colleges, access to upper division courses, credit hours to degree, the role of independent colleges and universities, the tracking of student progression toward the baccalaureate degree, and state funding for undergraduate education. Twenty-one specific recommendations are provided to increase access to

discussion and recommendations related to promotion of effective cooperation among various UNESCO Co-Action Learning Centres and the future orientation of the UNESCO Co-Action Learning Centre Program is included. Topics are as follows: the role of UNESCO clubs, associations, and centers in literacy; improvement of UNESCO Co-Action Programs; networking various nongovernmental organizations (NGOs) and UNESCO clubs, associations, and centers for literacy; regional information and training scheme; strategy for enhancing NGOs' increasing role in literacy in UNESCO's Education for All Program; and criteria for selection of the projects under the fifth cycle. A Japanese language version of the report is followed by a list of participants. (YLB)

ED 381 612   CE 068 475

Learning Centres Development. UNESCO Regional Workshop on Learning Centre Development, and NFUAJ Workshop for the Promotion and Development of the UNESCO Co-Action World Terakoya Movement (3rd, Colombo, Sri Lanka, November 3-11, 1994). Draft Final Report.
PUB DATE- 94
NOTE- 159p.; For related documents, see CE 068 473-474.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Community Centers; Community Education; *Educational Facilities; Educational Facilities Design; Foreign Countries; Illiteracy; Lifelong Learning; *Literacy Education; *Program Development; Program Effectiveness; Program Evaluation; Program Implementation
IDENTIFIERS- Asia Pacific Region; *UNESCO

This publication contains materials from a workshop organized to help its participants understand and apply the concept of learning centers. Chapter 1 is an introduction. Chapter 2 consists of two presentations: "Literacy and Continuing Education for Improvement of Quality of Life in Asia and the Pacific" and an explanation of the World Terakoya Movement. Chapter 3 presents conclusions from four groups representing 11 countries that shared experiences with emphasis on roles of government and nongovernmental organizations (NGOs) in learning centers and learning centers in their respective countries. Chapter 4 summarizes a session to identify roles and functions of learning centers. Chapter 5 contains reports from field visits to learning centers. Chapter 6 provides a presentation on setting up and running an effective learning centers under different socio-economic contexts and provides details of learning center programs developed by four workshop groups. Chapter 7 contains reports of the groups in which they formulate strategies to initiate and strengthen a learning center. Chapter 8 contains the physical setting for the different learning centers developed by the groups. Chapter 9 lists titles of follow-up plans for 13 countries. Chapter 10 presents results of participant evaluations of the workshop. Appendixes include keynote and welcoming addresses, participant list, and field trip groups. (YLB)

ED 381 613   CE 068 628

Growing an Innovative Workforce. Forward Looking Education and Training for Forward Looking Business.
SPONS. AGENCY- Department of Employment, London (England).
PUB DATE- Nov 91

goals are as follows: leadership; literacy and jobs; mandatory literacy in prisons, employment, and welfare; literacy and the family; the transition from basic skills; quality literacy programs; moving us forward: public awareness and funding; support services to new readers; voting rights and citizenship responsibilities; and English as a Second Language. A summary version is attached. It contains the 10 goals, each followed by an abbreviated action plan. (YLB)

ED 381 631 CE 068 722

Reder, Stephen; Wikelund, Karen Reed
Steps to Success: Literacy Development in a Welfare-to-Work Program. Final Report.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Nov 94
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Basic Skills; Career Planning; *Educational Benefits; Educational Research; Education Work Relationship; Followup Studies; *Literacy Education; Low Income Groups; Program Effectiveness; *Welfare Recipients
IDENTIFIERS- Life Planning; Welfare to Work Programs

A research project investigated long-term literacy development and its economic impact among clients of a welfare-to-work program. A follow-up study was conducted with a sample of 920 former clients of Steps to Success's educational track, which consisted of a career and life planning course followed by adult literacy education. From the sample, 229 agreed to participate and 163 actually completed a basic skills test and a questionnaire about their post-program activities. These participants had started the program and taken an initial basic skills test 1-3 years earlier. Data came from several sources: standardized tests of literacy skills; questionnaire data about post-program education, training, and employment activities and client perceptions of program impact and quality; "hard" data about clients' subsequent employment, earnings, and welfare dependence; and qualitative data from program staff and a cohort of clients followed closely over several years. Results indicated that clients raised their literacy scores substantially. These assessed skill gains were larger than those typically reported by adult education programs and represented sustained learning gains. Strong indications were that clients' assessed literacy gains were significantly associated with reductions in their future dependence on public assistance. Data analysis identified three principal factors underlying clients' outcomes and perceptions: employment, personal growth, and educational development. (Appendixes contain a list of 47 references and the questionnaire.) (YLB)

ED 381 632 CE 068 723

Vocational Cooperative Education Guide for Teacher-Coordinators.
PUB DATE- 93
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)

During the project, staff from Dundalk Community College (Maryland) conducted a tech scan that resulted in identification of more than 100 jobs/job clusters within the maritime industries in the Port of Baltimore. Data collected during the tech scan were used to develop core literacy modules that were eventually used to deliver literacy instruction to 750 individuals employed in more than 50 port-related businesses representing 65 occupational areas. A contextualized assessment instrument to identify port employees' communication and mathematics skill needs was also developed. (Appendixes constituting the bulk of this document contain the following: results of the tech scan; project-related correspondence/promotional materials; report on classes requested/delivered; and performance report teachers' notes.) (MN)

ED 381 651　　　　CE 068 755

Janiszewski, Kathryn; Permut, Cathy
Learning To Learn for the Customs Brokers Exam. The Port of Baltimore Workplace Skills Development Project.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 116p.; For related documents, see CE 068 754-763.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Content Area Reading; *Functional Literacy; Grammar; *International Trade; *Literacy Education; Pretests Posttests; Punctuation; Reading Comprehension; Reading Skills; Sentences; Skill Development; *Test Wiseness
IDENTIFIERS- *Customs Brokers Examination; Marine Occupations; Maryland (Baltimore); *Workplace Literacy

This set of learning modules was developed during a project to deliver workplace literacy instruction to individuals employed in the more than 50 businesses related to the activities of the Port of Baltimore. It is intended to prepare students for the Customs Brokers examination within a 6-week course period. Actual material from past Customs Brokers examinations and the publication "The Harmonized Tariff," which customs brokers use to find and rate the price of goods, is included throughout the modules. The first module contains a preassessment designed to evaluate students' existing knowledge about customs work and their learning styles. The following topics are covered in the modules 2-6: technical reading and reading comprehension, grammar, punctuation, complex sentences, and test strategies. Each module contains objectives, procedures, student handouts, and learning activities/grammar exercises. Appendixes constituting approximately 50% of the document contain the October 1992 Customs Brokers examination and answers and answers to all exercises included in the learning modules. (MN)

ED 381 652　　　　CE 068 756

Blumner, Ellen
Effective Communication. The Port of Baltimore Workplace Skills Development Project.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 95p.; For related documents, see CE 068 754-763.

Secondary Education; Theory Practice Relationship; *Work Experience Programs; Youth Programs

Concerns about the isolation of youth and the decline of available social capital have given rise to a new wave of workplace mentoring programs focused on youth in poverty. Most such programs have targeted youth in school and community settings; however, youth mentoring efforts in workplace settings are becoming increasingly prevalent for several reasons, including the perceived limitations of many current mentoring arrangements and active involvement of many corporations in mentoring outside the workplace. The newer wave of workplace mentoring involves exposing noncollege-bound youth to career options, academic counseling/tutoring, and emotional support. Youth apprenticeship programs are another arena where workplace mentoring is playing a major role. Two of the biggest issues facing formal mentoring programs are social distance and time constraints. The following suggestions have been distilled from research on the best practices in workplace mentoring programs targeting youth: (1) acknowledge mentoring as an art; (2) take the time to train mentors in advance and throughout the program; (3) orient students to the mentoring concept before matching students and mentors; (4) schedule enough time for meetings; and (5) support youth and mentors once a match has been formed. (Contains 21 references.) (MN)

ED 381 671 CE 068 793

Schultheis, Denise L.
Adult Basic and Literacy Education. Section 353 Report. Program Year 1993-94.
PUB DATE- Mar 95
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Demonstration Programs; Federal Aid; Federal Legislation; *Literacy Education; *Staff Development; State Programs; Statewide Planning; *Teacher Education
IDENTIFIERS- 353 Project; *Ohio

This report provides an overview of each of the local consortia projects, the special demonstration and training grants, and statewide activities that took place in Ohio during the July 1, 1993-December 31, 1994, period. Section I contains descriptions of the following: staff development activities developed by 8 individual Adult Basic and Literacy Education (ABLE) programs and by 20 consortia; staff development events facilitated through the four ABLE Regional Resource Centers; and two other projects that centered around statewide training. These program descriptions follow this format: grant recipient, program name, grant allocation, contact, programs participating, activity name and objective, total hours of staff development, total number of participants, and average evaluation of activities. Section II describes the following Special Demonstration and Training Projects: Workplace Literacy--Troubleshooting for Success; ABLE Support Staff Training; 12 Adult Literacy Planning and Coordination grants; Beyond Ourselves--ABLE Practices Worldwide; Innovative Practices in English as a Second Language/Language Bridge Pilot; Family Literacy Curriculum; Volunteer Literacy Programs in Community Corrections; Adult Basic and Literacy Education--Transitions; Shawnee Foxfire Network; and Cultural Diversity. Each description contains grant recipient, program name, grant allocation, project period, program director, purpose, and engage. Adult learning has been classified as subject oriented, consumer oriented, and emancipatory. Only emancipatory education has been described as unique to adulthood, but even that claim has been challenged. As a result of the research and theory building of Mezirow, emancipatory adult learning has become more commonly known as transformative learning. Fostering transformative learning demands a different approach by the educator. Although learners must decide on their own to engage in it, educators who wish to promote transformative learning have the responsibility to set the stage and provide opportunities for critical reflection. Examining what adult learners expect from teaching provides another perspective on whether teaching adults is different. Donaldson, Flannery, and Ross-Gordon have combined and reanalyzed research that examined adult college students' expectations of effective teaching and compared them with those of traditional students. The adult learners demonstrate preferences for characteristics associated with both student-centered and teacher-directed learning. Four teacher characteristics mentioned by adults that were not among the top items for undergraduates were as follows: creates a comfortable learning atmosphere, uses a variety of techniques, adapts to diverse needs, and is dedicated to teaching. (Contains 13 references.) (YLB)

ED 381 691   CE 068 826

Clear & Simple. Developing Effective Print Materials for Low-Literate Readers.
PUB DATE- Dec 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Audience Analysis; Basic Skills; Functional Reading; *Health Education; *High Interest Low Vocabulary Books; *Instructional Materials; *Literacy Education; *Material Development; Reading Materials; Reading Skills

This guide, developed through a workshop of communicators from diverse U.S. Department of Health and Human Services' agencies, outlines a process for developing publications for people with limited literacy skills. The process was derived from communications, health education, and literacy research and practice. The guide features both proven principles and a discussion of the real-life issues that persons developing low-literacy materials face, such as the constraints of time, budget, organizational pressures, and the government publications process. The guide includes five standard steps for developing low-literacy print materials: (1) define the target audience; (2) conduct target audience research; (3) develop a concept for the product; (4) develop content and visuals; and (5) pretest and revise draft materials. Examples throughout are drawn from health materials, especially cancer-prevention items. In addition, the guide lists 9 citations of sample print materials and 11 references. It also includes lists of 51 low-literacy publications and software and 27 organizational resources. (KC)

ED 381 692   CE 068 831

The Workers Technology Skills Development Act. Report Together order, developmental level, and self-esteem. Students (N=201) in grades 6, 7, and 8 completed questionnaires consisting of 4 instruments. Results supported the following generalizations: (1) females have greater sensitivity to Verbal Harassing Behaviors than do males; (2) females have greater sensitivity to Physical Harassing Behaviors than do males; (3) grade level and the size of the school district influenced the dependent variable Physical Harassing Behaviors; (4) participation in sports and birth order affected the dependent variable Verbal Harassing Behaviors; (5) grades received, participation in sports, and birth order correlated with the dependent variable Physical Harassing Behaviors; and (6) subjects reported high sensitivity. It is hoped that these results will increase faculty and administration awareness of the sensitivity of students to harassing behaviors. Six tables and six figures illustrate statistical findings. Appendices include the questionnaire and permission letters. (RJM)

ED 381 710 CG 026 186

Podlin, Georgette A.
Rural Homelessness in Northwest Ohio: Reasons, Patterns, Statistics, and Trends.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economically Disadvantaged; Family Environment; *Family Problems; *Homeless People; Housing Deficiencies; Housing Needs; *Poverty; Poverty Areas; Rural Environment; *Rural Family; *Rural Population; Rural Urban Differences
IDENTIFIERS- *Ohio (Northwest)

Rural homelessness in America is difficult to define, to count, and to see. This article reports the findings of a 1993 county-wide study of rural homelessness. During a one year survey, 118 homeless households were interviewed. Of those surveyed, 25.8 percent were male adults, 30.9 percent were female adults, and 43.2 percent were children. Results indicate that differences do exist in the demographic characteristics of the rural homeless population as compared to urban populations. Data from the study indicate that homeless people in rural areas are younger, lack family or friends to rely upon for help, have steady incomes, and are less likely to be disabled. They are also more likely to be homeless because of economic reasons rather than from problems arising from mental illness or substance abuse. The study proves that many individuals and families are unable to secure affordable housing in rural areas. Economic factors were given as reasons for homelessness by 71 percent of the households, with 6.7 percent reporting homelessness due to domestic violence. Some 21.1 percent of the households had received an eviction notice to leave the premises, 33.8 percent reported they were residing with relatives or friends, 16.9 percent were temporarily staying in a motel, 11.8 percent had to leave their own apartment or house due to substandard conditions, 9.3 percent were residing in their car, and 7.1 percent were living in shelters ranging from tents to parking garages. Contains three tables of data and eleven references. (RJM)

ED 381 711 CG 026 187

Gerner, Michael E.
Developing Skills for Consultation with American Schools Overseas.

and alcohol. Lessons appear on 36 "Task Cards" which are intended to be used once a week during a traditional school year. The sequence and frequency with which these Task Cards are used, though, is at the instructor's discretion. Cards may be completed individually or in a group. Each card contains a benchmark (a one or two line goal for the lesson), a short message that the facilitator can present to the students, and an activity, all of which are age appropriate. If students work in groups, they are encouraged to create and display a team name, a pennant or banner with their team symbol, a license plate, a team motto or slogan, and a simulated 1-800 phone number. Cartoon characters with positive messages appear at the end of the publication and these can be awarded to students as incentives. (RJM)

ED 381 730 CG 026 223

Drexler, Nora L.
Drug and Alcohol Awareness for Grade One.
PUB DATE- 94
NOTE- 41p.; For related teaching guides, see CG 026 222-230. Produced as part of the SPARKS (Smart People Act Responsibly to Keep Safe) educational program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alcohol Education; Children; Curriculum Guides; *Drug Education; *Grade 1; Health; Instructional Materials; Intervention; Prevention; Primary Education; Resource Materials; Substance Abuse

This educational program on drugs and alcohol provides a "No-Use" message to students. The curriculum maintains that alcohol, tobacco, and illicit drugs are unhealthy and harmful, and that society's laws and values are to be respected. The lessons build students' resistance to influences that encourage drug abuse and they promote safe, healthy, and responsible attitudes while correcting mistaken beliefs and assumptions about drugs and alcohol. Lessons appear on 36 "Task Cards" which are intended to be used once a week during a traditional school year. The sequence and frequency with which these Task Cards are used, though, is at the instructor's discretion. Cards may be completed individually or in a group. Each card contains a benchmark (a one or two line goal for the lesson), a short message that the facilitator can present to the students, and an activity, all of which are age appropriate. If students work in groups, they are encouraged to create and display a team name, a pennant or banner with their team symbol, a license plate, a team motto or slogan, and a simulated 1-800 phone number. Cartoon characters with positive messages appear at the end of the publication and these can be awarded to students as incentives. (RJM)

ED 381 731 CG 026 224

Drexler, Nora L.
Drug and Alcohol Awareness for Grade Two.
PUB DATE- 94
NOTE- 40p.; For related teaching guides, see CG 026 222-230. Produced as part of the SPARKS (Smart People Act Responsibly to Keep Safe) educational program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

IDENTIFIERS- *Emergent Literacy; Reading Behavior

In a 5-year longitudinal study, the home literacy environments of 60 preschool children in Canada were assessed. Over the preschool and early school experiences of these children, they were administered various measures of meta-literate awareness and later, standarized reading measures, to determine the nature of the home environment's influence on emerging literacy knowledge and reading ability. It is widely believed that school success is related to the environment provided in the home and that home also has an impact on preschool youngsters' development of emerging concepts of literacy and language. The present study did find support for this belief. However, at first glance this support appears far from robust. It is of interest, however, that home literacy environment became more of a factor when combined with age. Higher home literacy 4-year-olds tended to display more literacy knowledge than did lower home literacy environment age mates; this was not generally the case for 3-year-olds. (Contains 26 references.) (Author/TB)

ED 381 751 CS 012 107

Risner, Gregory P.; And Others
Levels of Comprehension Promoted by the Cooperative Integrated Reading and Composition (CIRC) Program.
PUB DATE- Nov 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Intermediate Grades; Language Arts; *Questioning Techniques; *Reading Comprehension; Reading Instruction; *Reading Programs; Reading Research
IDENTIFIERS- *Cooperative Integrated Reading and Composition; *Question Types

A study examined the levels of comprehension generated by questions in story-related and story-retell activities in the Cooperative Integrated Reading and Composition (CIRC) program. A sample of 500 questions from CIRC materials for grades 4, 5, and 6 were classified. Results indicated that the majority of story-related and story-retell questions were classified in the literal category, although the questions for some stories required a substantial amount of inferential comprehension. Results also indicated that even when the inferential and evaluation categories were combined, the lower level of comprehension represented the largest percentage of questions. Findings suggest that writers of CIRC materials should make a deliberate attempt to include a balance of literal, inferential, and evaluative questions. (Contains 11 references, and one table and one figure of data.) (RS)

ED 381 752 CS 012 108

Cote, Nathalie; And Others
Children's Use of Prior Knowledge and Experience in Understanding Informational Text on Nutrition.
PUB DATE- Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

An ethnographic study analyzed and compared children's participation in book reading activities with their participation in other types of literacy activities. Subjects, 15 bilingual children who were enrolled in a multilingual, multicultural preschool program where English was the common language, were encouraged to maintain their native languages through the presence of native-language tapes, books, and activities. Data included classroom field notes, videotapes, and teacher plans recorded and/or collected over one semester. Results indicated that: (1) the children were not very attentive during the book reading in English that occurred during whole group time; (2) the only children that were being read to in their native languages were the Chinese and Russian children; and (3) the children were actively engaged in other literacy activities, and activities that were not formally designed as literacy activities. Findings underscore the importance of creating opportunities for bilingual children's engagement with print in ways other than English book reading. Children in this classroom with its emphasis on multilingualism demonstrated an emerging awareness of different languages, different conventions of print, and different concepts about print. (Contains 12 references.) (RS)

ED 381 771 CS 012 129

Persson, Ulla-Britt
A Comment on the Good IEA Reading Results of Swedish Elementary School Students.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Correlation; Elementary Education; Foreign Countries; *Reading Achievement; *Reading Attitudes; *Reading Instruction; Reading Skills; Recreational Reading; *Teacher Behavior
IDENTIFIERS- International Assn Evaluation Educ Achievement; *Sweden

Even though Swedish students (age 9 and 14 years) placed third in the recent IEA study, reading instruction in Swedish schools is apparently no better than in other countries taking part in the IEA study. No strong correlations between type of reading instruction and students' reading skills have been found. Schools in Nordic countries work under favorable conditions--high teacher-student ratios, well-educated teachers, and a rich supply of instructional and other materials. Also, by tradition, reading is a highly valued skill in Swedish society. Very few homes in Sweden have no books at all. The emphasis on "family literacy" has contributed to parents' increased awareness of the importance of reading in the home. Students in grade 6 spend about 9 hours a week reading, in grade 9 about 8 hours a week. Children are the most frequent library visitors in Sweden. Political decisions to facilitate the opening of private schools (uncommon until recently) and freedom of choice as regards what school parents want their children to attend has led to segregation, particularly in big cities. Favorable conditions have an impact on students' reading achievement, as perhaps do other teacher variables. (Contains 12 references.) (RS)

ED 381 772 CS 012 130

and language program with the integration of journal writing and computer applications was utilized. Seventh- and eighth-grade students with mild disabilities were provided a structured, language-rich environment in which to communicate. The instructor planned structured activities that involved reading, audiovisuals, current events, and cooperative activities along with a structured, daily writing program. Collaboration was an important aspect in that students were involved in many role playing and verbal rehearsal activities to increase conversation and writing skills. Writing to convey a message was emphasized initially and students were introduced to the function of words in sentences. Progress was monitored using holistic scoring methods. Review of the practicum outcomes revealed 7 out of 10 students were able to demonstrate functional written expression skills in journals and on daily assignments after a competent writer had modeled structure. Students interaction in cooperative activities provided an excellent platform for writing. Students displayed motivation to communicate. Appropriate use of mechanics was documented along with increases in spelled words, sentence length, and legibility. Reading and language instruction reinforced mechanics rules and built upon them. Increased success is predicted if more time is provided for the program. (Contains a figure and 23 references.) (Author/TB)

ED 381 792   CS 214 802

Shelton, Deborah
Using Portfolios To Complement the Whole Language Program in a Third Grade Classroom.
PUB DATE- 95
NOTE- 103p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Grade 3; Inservice Teacher Education; *Instructional Effectiveness; Parent Participation; *Portfolio Assessment; Portfolios (Background Materials); Primary Education; *Student Evaluation; *Whole Language Approach; *Writing Instruction; Writing Processes
IDENTIFIERS- *Process Approach (Writing); United States (Southeast)

A practicum was designed to create, implement, and evaluate a portfolio assessment system in a third grade classroom in a rural area of the southeastern United States, and to demonstrate to students, parents, and teachers the benefits of portfolios in complementing classroom instruction and evaluation. Standards, goals, and objectives for record keeping and evaluation of portfolio assessment were set; instructional writing units and activities were developed; students were trained in the writing process; each student was aided in preparing six working and one showcase portfolio; and students were encouraged to self-reflect and evaluate writing pieces, as well as collaborate with peers. Workshops were offered to parents and teachers to discuss the meaning of portfolio assessment, what composes a portfolio, and what criteria were used to judge progress. Analysis of the data indicated: (1) a greater awareness and understanding of portfolio assessment by the students, parents, and teachers; (2) an increased knowledge by the students of the writing process and the steps of prewriting, choosing a topic, and editing and proofreading when creating stories. (Contains 33 references and two tables of data. Appendixes present teacher and parent questionnaires, pre-contributors is included. (NKA)

ED 381 812 CS 214 843

Imagination Express: Create Interactive Stories Fueled by the Power of Your Imagination. Destination: Rain Forest (CD-ROM disk and User's Guide).
PUB DATE- 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Childrens Writing; Class Activities; *Computer Uses in Education; *Creative Expression; Elementary Education; Imagery; Imagination; *Language Arts; Student Motivation; *Thematic Approach
IDENTIFIERS- *Interactive Fiction; *Story Writing; Writing Contexts; Writing Development

Designed by educator-led development teams who view the computer as an enabling technology that encourages children to become active learners, this CD-ROM disk is intended for students in kindergarten through grade 6. The disk enables students to create interactive stories fueled by the power of their imaginations and create adventures set in an actual Latin American rain forest. By allowing students to express themselves creatively, the disk helps students develop writing and communication skills as they select scenes, choose and animate characters, plan plots, write stories, narrate pages, and add music, conversations, and sound effects to craft engaging and inventive stories. Included with the disk is a 27-page user's guide which will familiarize the user with all the features included in the program and explain how to set up "Destination: Rain Forest" in both Macintosh and Windows versions. Packaged within each CD case is a separate mini-guide with specific information for that destination. (NKA)

ED 381 813 CS 214 844

Hopper, Vincent F.; And Others
A Pocket Guide to Correct Grammar. Second Edition. Barron's Educational Series.
PUB DATE- 90
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *English; *Grammar; *Grammatical Acceptability; Higher Education; Punctuation; Secondary Education; *Traditional Grammar
IDENTIFIERS- Error Monitoring; Grammaticality

Designed to be a handy reference tool for everyone who aspires to write and speak correct English, this pocket guide is based on traditional grammar usage. It is organized along conventional lines, with an easy-to-use table of contents and index. The guide encompasses a great deal of information on relatively few pages, and it would be wise for the user to scan the guide from beginning to end before beginning to use it extensively. It is

Landmark Education Corporation, an international organization that offers a curriculum of courses and seminars to the public as well as to corporations and communities. The first section of the paper considers the relation of language to action, of theory to practice; the second addresses the nature of ontological distinctions, which are essential elements of Landmark's programs, and the third section shows how a specific distinction is developed in one of these programs--the major rubric for this distinction being "a human being as a network of conversations." The purpose of the paper is to distinguish the arena in which ontological education functions, and to suggest the way such education achieves its results. The discussion in the paper draws upon the thinking of several postmodern philosophers, including Martin Heidegger, Richard Rorty, and Hans-Georg Gadamer. Contains 29 notes. (RS)

ED 381 831 CS 508 895

Greenwood, Vanessa Elaine
"I'm Not Being Violent, I'm Just Having Fun!" Violence as Enacted Curriculum in a Fifth-Grade Classroom.
PUB DATE- Feb 95
NOTE- 24p.; Paper presented at the Annual Meeting of the Western States Communication Association (Portland, OR, February 10-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Writing; *Classroom Communication; Classroom Research; Communication Research; Grade 5; Intermediate Grades; *Student Behavior; *Teacher Behavior; *Violence
IDENTIFIERS- California (San Francisco Bay Area); Symbolic Representation

Grounded in a communication theory that assumes that the form of communication affects the content of the knowledge that a teacher conveys to his or her students, a study attempted to determine how violence is treated in the classroom. The site for the study was Darbin Elementary School, in a suburb of San Francisco. The method was observation, though informal interviews were also conducted with the teacher and the students. During the course of the observation, the researcher witnessed the teacher deal once with physical violence by helping a particularly dangerous student to "take time out" instead of throwing a tantrum. Most violence, however, surfaced only in a symbolic form, specifically in three activities or occurrences. First, a small, mischievous student shaped a paper clip into a gun and then proceeded to shoot people using sound effects; the teacher did not seem to take the incident seriously. Second, students who were asked to design a banner to represent their "tribe" or small group, devised sometimes violent insignia; again the teacher did not pursue extended discussion about these violent symbols. Third, when students read compositions containing violent implications to the class, the student audience laughed and the teacher commended the authors' creativity. The teacher's only response to these compositions was to underscore the difference between fantasy and reality. The specific meanings of symbolic violence are unclear and warrant further discussion. (Contains 22 references; designs from the banner are appended.) (TB)

ED 381 832 CS 508 896

invitational education, which is designed to create a total school environment that intentionally summons people to realize their potential in human activity. Five basic propositions characterize invitational education: (1) education should be a cooperative activity; (2) process is as important as product; (3) people are able, valuable, and responsible and should be treated accordingly; (4) people possess untapped potential in all areas of worthwhile human endeavor; and (5) potential can best be realized by places, policies, processes, and programs specifically designed to invite development, and by people who are inviting with themselves and others personally and professionally. The suggestions center on the areas of student achievement and evaluation, student activities, at-risk students, attendance, student recognition, discipline, cultural diversity, community/family outreach, computers, counseling, professional development, and teaching techniques. An index is useful for cross-referencing. (LMI)

ED 381 853 EA 026 623

Manatt, Richard P.; And Others
Standards-Driven Curriculum Reform and a Computerized Assessment Process.
PUB DATE- 11 Feb 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 10-13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Cognitive Development; Constructivism (Learning); Curriculum Design; *Curriculum Development; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Management Information Systems

Standards-driven school reform is the national strategy to raise U.S. schools to a world-class level by the year 2000. Schools and school districts must develop plans, that show how to integrate the sets of national goals, standards, and assessments. This paper describes a school-improvement model (SIM) developed by the Gilbert (Iowa) Community Schools, National Computer Systems (NCS) Corporation, and the College of Education at Iowa State University. The paper first reviews research on cognitive competence and outcomes-based education (OBE). It then applies cognitive theories and constructivist strategies to learning and student assessment. Stages of the SIP program's review- and curriculum-development process are described. The final section describes the management information system that ties student outcomes to educational objectives and leads to curriculum revision. It is important that teachers have access to the management system. The management system benefits the school improvement process in that it communicates clear expectations and progress toward those expectations to teachers, students, and parents. Two figures are included. (LMI)

ED 381 854 EA 026 624

Sorenson, Larry Dean
Site-Based Management: Avoiding Disaster While Sharing Decision Making.
PUB DATE- Feb 95
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February

restructuring. Methods included onsite visits and a teacher survey that elicited 910 responses. The response rate ranged from 69 to 100 percent across the schools. Two-stage path analysis and hierarchical linear modeling (HLM) were used to analyze the data. The data suggest that teachers' working conditions--the individual's job satisfaction and the school's sense of professional community--are a primary factor associated with responsibility for student learning. The findings also suggest that most national, state, and local policies designed to increase teachers' job performance are misdirected. Finally, the data indicate that professional development is less important in producing professional community--and therefore, responsibility for student learning--than changing the climate and culture of the school. Six tables and five figures are included. Appendices contain a description of variable construction and the stages of statistical analysis. (LMI)

ED 381 872 EA 026 657

Bradford, James C., Jr.
Year-Round Education: Impact on Support Services, Transportation, Operation, Facilities, and Maintenance.
PUB DATE- 20 Jan 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of School Business Officials of Maryland and Washington, DC (Arnold, MD, January 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cost Effectiveness; *Costs; *Efficiency; Elementary Secondary Education; Enrollment; *Extended School Year; Flexible Scheduling; *Public Schools; School Schedules; *Year Round Schools

This paper presents a case for the implementation of year-round education, arguing that education needs to effectively and efficiently utilize school facilities. The paper focuses on the cost of implementing and operating year-round schools--the impact on support services, transportation, facilities, and maintenance. Data are based on a review of several studies across the nation that examined the costs of year-round schooling. Findings indicate that when moving to a multitrack year-round program, the break-even point in cost occurs when a school's enrollment exceeds 16 percent of its stated facility capacity. Students in a school that exceeds 120 percent of its capacity will probably generate both operational and capital savings. A study of six school districts (Coleman and Freebern, 1993) found that when building capacity was up to 110 percent, mobile units were less expensive than the initiation of a multi-track program. Single-track programs appear to offer cost effective opportunities for student promotion, remediation, enrichment, and acceleration. It is argued that year-round education schedules provide a viable option to school construction that accommodates increasing student enrollments in times of limited financial resources; offers opportunities for increased educational programming; in some cases, reduces student repetition of grades; and reduces facility costs. Contains 12 references. (LMI)

ED 381 873 EA 026 659

Report of the Superintendent's Committee on Decentralization.

promote a healthier balance between work and family responsibilities. It allows covered employers to grant up to 12 weeks of unpaid leave to eligible workers for: (1) the birth, adoption, or foster-care assumption of a child; (2) the "serious health condition" of a spouse, son, daughter, or parent; and (3) a "serious health condition" that renders the employee incapable of performing his/her essential job functions. This paper outlines definitions that employers need to know and provides guidelines for establishing policies in preparation for FMLA requests, communicating those policies to employees, and maintaining documentation. (LMI)

ED 381 891 EA 026 683

Cheng, Yin Cheong
Monitoring Education Quality in Schools: Framework and Technology.
PUB DATE- Jan 95
NOTE- 41p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Leeuwarden, Netherlands, January 3-6, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; Educational Environment; *Educational Quality; Elementary Education; *Evaluation Criteria; *Evaluation Research; Foreign Countries; *Institutional Evaluation; Measurement Techniques; Organizational Climate; Organizational Development; School Based Management; School Effectiveness
IDENTIFIERS- *Hong Kong

This paper provides a framework for the discussion of policy and development of educational quality. Based on the choice of indicators, the purpose of assessment, and the type of evaluation, the paper proposes a whole-matrix approach to addressing the critical issues in assessing and monitoring educational quality. These critical issues include maintaining a balance between the basic functions of monitoring and between school self-evaluation and external evaluation, choosing an appropriate combination of quality indicators, determining who decides which indicators and standards to examine, and managing the differences between school-level and system-level evaluation. The whole-matrix framework, which uses multiple indicators to monitor multiple levels, was used to map profiles of educational quality in Hong Kong schools. A survey of 62 primary schools was conducted in 1991 and 1993. The more comprehensive 1993 survey was administered to 56 principals, 1,407 teachers, 219 classrooms, and 7,102 students. The paper describes how the framework served the purposes of both internal development and external accountability. The information gained from such an evaluation can be then used for educational improvement. Two approaches to enhancing educational quality include the external-control approach and school-based management. Four figures are included. (LMI)

ED 381 892 EA 026 684

Wang, Changhua; Owens, Thomas R.
The Boeing Company Applied Academics Project Evaluation: Year Four. Evaluation Report.
PUB DATE- Mar 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Learning Strategies; Notetaking; Outlining (Discourse); Study Guides; *Study Habits; *Study Skills

This booklet offers suggestions to students on how to improve their study skills, with a focus on making more efficient and effective use of their study time. Chapter 1 presents tips for identifying one's optimal study conditions and getting organized. Chapter 2 focuses on time-management strategies, such as finding and using time to study. Ways to make study time more effective are described in the third chapter. Chapter 4 outlines the SQ3R method, which is comprised of the following stages--survey, question, read, restate, and review. Suggestions for taking good notes and ways in which parents can help their children study at home are also offered. Tips for preparing for and taking a test are offered in chapter 5, which describes how to match study techniques to one's learning style. For example, visual learners are encouraged to write lists of words and post them, make tables and timelines, and create flash cards. The use of performance portfolios as a multifaceted assessment tool is briefly discussed. In conclusion, students are encouraged to improve their study skills so that not only will they do well in school, they will continue to benefit from good habits throughout life. (LMI)

ED 381 911 EC 303 853

Thurber, Donald N.
D'Nealian Handwriting versus Circle-Stick Print.
PUB DATE- 2 Mar 95
NOTE- 14p.; Paper presented at the Annual Convention of the Council for Exceptional Children (San Antonio, TX, April 1993) re-presented with updated bibliography to the Michigan Chapter of the Council for Exceptional Children (March 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cursive Writing; Elementary Secondary Education; *Handwriting; *Manuscript Writing (Handlettering); Transfer of Training; *Writing Difficulties; *Writing Instruction; Writing Research
IDENTIFIERS- *D Nealian Manuscript

This paper argues against teaching children to make letters using circle-stick writing. It contends that the circle-stick method requires continued pen/pencil lifts hindering rhythm or flow in the writing process and that there is little carry-over value into cursive writing as the two scripts are totally different. D'Nealian print, one type of continuous stroke print, is seen as advantageous because it is very legible, teaches a slanted print used in later cursive, develops a wholeness or gestalt of forming letters rather than splinter parts and makes allowances for individuality. In teaching of D'Nealian handwriting, emphasis is placed on size, shape, spacing, and slant, and lower case letters are taught first. Other important considerations in the teaching of handwriting include: paper and arm position for writing either right- or left-handed, line-width spacing for paper, lined versus unlined paper, copying versus tracing, pencil size, and pen/pencil grip. The paper concludes that circle-stick writing cannot be justified as an approach to the teaching of handwriting, as evidence supports continuous stroke manuscript print. (Contains 45 references.) (JDD) new system provides districts with grants that are twice the regular per student allocation for every identified special education student up to 11 percent of the total school population. Specific features of this formula include its neutrality with regard to disabling condition and placement, lack of additional required paperwork, lack of a requirement to use funds only on students with disabilities, and a weighting to adjust for district wealth. A chapter on the historical context for reform notes the influences of the existing system of excess cost reimbursement and interdistrict inequities. Additional chapters summarize stakeholder perceptions of the major issues leading to reform, specify the objectives for reform, and explain the current formula. A chapter on the impact of reform reports on a survey of administrators, parents, lobbyists, and representatives of key advocacy groups. It addresses the system's objectives in the areas of equity, adequacy, identification, placement, services, technical assistance and staff development, and other concerns. Overall, reactions to the current special education funding mechanism have been positive. (DB)

ED 381 931 EC 303 877

Chambers, Jay G.; Duenas, Ixtlac E.
Impact of the Kentucky Education Reform Act on Special Education Costs and Funding. State Analysis Series.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 95
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Disabilities; Educational Change; *Educational Finance; Educational Legislation; *Educational Policy; Elementary Secondary Education; *Finance Reform; Special Education; *State Legislation; State Programs
IDENTIFIERS- *Funding Formulas; Kentucky; *Kentucky Education Reform Act 1990

This paper explores the impact of the Kentucky Education Reform Act (KERA) of 1990 on the funding and allocation of resources to special education. Overall, the results indicate that the revenues generated for the special education system by KERA are approximately equal to marginal costs of special education services statewide. However, there is significant district-to-district variation in special education expenditures relative to revenues generated by KERA. Moreover, these patterns are related to student poverty, identification rates, and per capita income. While the overall funds generated have approximated costs by special education funding category, there is substantial variation in costs within funding categories that affect the equity of the system. However, district special education directors appear to favor the new system over the old system because of the increased flexibility for serving children, the reduced costs of fiscal audits, and the reduced incentives for placement. Individual chapters describe the Support Education Excellence in Kentucky (SEEK) Program, the study methodology, empirical results, policy implications of cost analysis, and perspectives on the special education funding system from sample local directors of special education. Appendices provide an explanation of the SEEK formula and estimated figures for tuition costs for out-of-district placements. (Contains 20 references.) (Author/DB) with special needs to the world of work. It describes 20 years (1974 to 1994) of research that sought to validate the importance of practitioner competencies related to transition, using the perceptions of field-based personnel in special education, vocational education, and rehabilitation counseling. The competencies were then used in developing preservice and inservice training programs for interdisciplinary transition practitioners from undergraduate to doctoral levels in special education, vocational education, and rehabilitation counseling. The research was also used to facilitate program and coursework access by students through the use of Individualized Career Development Plans. Appendices comprise over three-fourths of the document and include: a summary of the COED (Comprehensive Occupational Education Development) Program and Project SAVE (Special and Vocational Education); competency taxonomy development and coding scope notes; a master list of all competencies by respondent group; a sample Individualized Career Development Plan; sample competency survey instruments; summaries of responses by teacher and coordinator groups; and a 74-item listing of Kent State transition studies published or presented at conferences. (Contains 35 references.) (JDD)

ED 381 951 EC 303 897

Cohen, Jon; Pelavin, Diane
Survey of Personnel Shortages and Training Needs in Vocational
  Rehabilitation, 1992. Final Report.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- Sep 92
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; *Educational Needs; Elementary
  Secondary Education; Inservice Education; Labor Supply;
  National Surveys; *Needs Assessment; *Personnel Needs;
  *Professional Education; Rehabilitation Programs; Staff
  Development; State Agencies; Teacher Shortage; Training;
  *Vocational Rehabilitation

This study was designed to identify areas in the vocational rehabilitation (VR) field in which long-term training is likely to alleviate existing labor shortages and areas in which short-term training is critically necessary to ensure adequate service to VR clients. The study sought to paint a national picture of training needs affecting individuals eligible for state VR services. Data were collected in 1992 from 80 state VR directors, 402 facilities, 139 centers for independent living, and 48 client assistance programs. Highlights of the findings include: (1) the number of rehabilitation professionals employed by state agencies was relatively stable over the previous year, while providers of purchased services to state VR clients reported growth; (2) personnel shortages that could be alleviated by increasing long-term training opportunities include general rehabilitation counselors, counselors for the deaf, and orientation and mobility specialists; (3) possible shortages of outside providers exist in the areas of orientation/mobility specialists, rehabilitation engineers, technology specialists, and interpreters for the deaf; and (4) directors of state agencies reported critical training needs in the areas of general rehabilitation counselors, counselors for the deaf, orientation/mobility specialists, rehabilitation administrators, blindness specialists, rehabilitation teachers, and vocational evaluators. Appendices include 20 tables of

A Case Study of "Supported Education" in Oregon: Resource Implications of Inclusion. State Analysis Series.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accessibility (for Disabled); *Administrator Attitudes; *Cost Effectiveness; *Disabilities; Educational Change; Educational Environment; Educational Facilities Improvement; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Program Costs; Staff Development; Student Transportation
IDENTIFIERS- Oregon

This study explored the relationship between costs and benefits of supported (inclusionary) education practices as implemented in 10 schools in 9 Oregon school districts. Specifically, results are presented from a series of interviews conducted with special education directors and principals. Interviews explored administrators' perceptions regarding the resource implications of supported education, focusing on: (1) one-time, start-up costs such as physical modifications to buses and other facilities; and (2) ongoing costs associated with supported education, such as changes in daily costs of transporting students and providing aides and resource teachers in regular classrooms. Increasing staff size was found to be a major component of supported education implementation, as resource teachers and aides spent more time working in regular classrooms and otherwise assisting regular classroom teachers. Transportation costs increased initially to make busing more accessible, but declined in the long term as a result of shorter distances travelled by students being served in neighborhood schools instead of district centers. Costs of adapting buildings for accessibility were considerably lower for newer buildings compared to older buildings. Additional staff development was the most significant need expressed by all districts. (PB)

ED 381 973 EC 303 920

Ballard, Gail
Career Placement for Learning Disabled Students. Final Performance Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 28 Apr 95
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; Career Planning; *Educational Counseling; Education Work Relationship; *Fashion Industry; Higher Education; Inservice Education; *Internship Programs; Job Placement; *Learning Disabilities; *School Business Relationship; Special Programs; Vocational Education; Vocational Interests
IDENTIFIERS- *Fashion Institute of Technology NY

This paper describes a career placement project which provided special services to students with learning disabilities (LD) at the Fashion Institute of Technology (FIT) in New York City. Forty-five students and 16 employers participated in the project, including full-time and continuing education students

ED 381 993 EC 303 949

Rosman, Nancy J. Spiegel
Effects of Varying the Special Educator's Role within an Algebra Class on Math Attitude and Achievement.
PUB DATE- May 94
NOTE- 88p.; Master of Arts Thesis, University of South Dakota.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Algebra; High Schools; Inclusive Schools; Intervention; *Mainstreaming; *Mathematics Instruction; Sex Differences; *Special Education Teachers; *Special Needs Students; *Teacher Role; Teaching Methods
IDENTIFIERS- *Teacher Collaboration

This study compared the effects of two different special educator roles within high school algebra classes containing special needs students. The special educator served as either in-room assistant or as co-teacher. The study was conducted for one chapter of algebra study over a 3-week period. No significant differences between groups were found prior to the treatment. Following the two treatments, students in the co-teaching condition scored significantly higher in achievement than did students in the in-room assistance group or the control group. Females in the co-teaching condition achieved significantly higher scores than did females in the control group. Females receiving in-room assistance also scored significantly higher than control group females. No significant findings in achievement were found for males or for students receiving special education services. Appended are forms used in the program and a brief description of the collaboration model. (Contains 61 references and 15 tables.) (DB)

ED 381 994 FL 021 916

Weigle, Sara Cushing
Using FACETS To Model Rater Training Effects. Draft.
PUB DATE- Feb 94
NOTE- 40p.; Paper presented at the Language Testing Research Colloquium (Washington, DC, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- English (Second Language); *Essay Tests; *Evaluation Criteria; *Evaluators; *Interrater Reliability; Language Tests; Rating Scales; Second Language Learning; Testing
IDENTIFIERS- *FACETS Computer Program; *University of California Los Angeles

This paper describes a study on rater training that involved the analysis of ratings given to English-as-a-Second-Language (ESL) compositions by 8 inexperienced and 8 experienced raters both before and after rater training, using FACETS (Linacre, 1990, 1993), which provides measures of rater severity and consistency. The testing text was a 50-minute composition essay, with 2 prompts, from the ESL Placement Examination (ESLPE) at the University of California, Los Angeles. Compositions were rated using the ESLPE Rating Scale on content, rhetorical control, and language. Each essay was read by two raters, primarily ESL faculty and teaching assistants, and the scores averaged. All raters attended mandatory composition rater training. FACETS provided a 4-faceted model based on estimates of examinee ability, rater harshness, scale intention. This process is elaborated on and illustrated with specific linguistic phenomena. A concluding chapter discusses the role of sociocultural factors in language evolution, and looks at the explanatory adequacy of the theory. A substantial bibliography is included. (MSE)

ED 382 014   FL 022 912

Ruhlmann, Felicitas
Designing Templates for Interactive Tasks in CALL Tutorials.
PUB DATE- 94
NOTE- 17p.; Paper presented at the Meeting of EUROCALL (Karlsruhe, Germany, 1994). Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Courseware; Foreign Countries; Higher Education; *Instructional Design; Multimedia Instruction; Multiple Choice Tests; Problem Solving; *Records (Forms); Second Language Instruction; *Second Languages; Task Analysis; Test Items; Tutorial Programs

The development of templates for computer-assisted language learning (CALL) is discussed, based on experiences with primarily linear multimedia tutorial programs. Design of templates for multiple-choice questions and interactive tasks in a prototype module is described. Possibilities of enhancing interactivity by introducing problem-oriented elements into multiple-choice questions, and by designing multi-layered tasks, are also examined. The prototype was integrated as a model into a final year undergraduate course that aimed at the production of low-cost courseware by students with a view to counterbalancing reduced lecture time with tailor-made CALL modules. The question is raised as to what extent students themselves can be expected to design sophisticated innovative tasks and which pitfalls should be avoided. (MSE)

ED 382 015   FL 022 913

Katzner, Kenneth
The Languages of the World. New Edition.
PUB DATE- 95
NOTE- 388p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130),Books (010)
DESCRIPTORS- Foreign Countries; Geographic Distribution; *Language Classification; *Language Role; *Languages; Language Usage; Surveys; *Uncommonly Taught Languages

This survey of languages of the world begins with a chart of about 500 languages, organized in 21 language families. Within each family are listed subgroups and the major and minor languages within those subgroups. The chart is followed by a brief description of each language family. This in turn is followed by individual descriptions of the more important languages, beginning with a simple text and translation. Sample texts and translations for nearly 200 languages is included. The final section contains a country-by-country breakdown of language distribution. Sources of each text and an index are also provided. (MSE)

English as the official language will result in the opposite of what it intended; instead of integration, it will promote frustration, segregation, and discrimination between those who speak English and those who do not. (JL)

ED 382 035 FL 022 988

Kagan, Spencer
We Can Talk: Cooperative Learning in the Elementary ESL Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Classroom Techniques; *Cooperative Learning; Elementary Education; *English (Second Language); Feedback; Second Language Instruction; *Second Language Learning
IDENTIFIERS- ERIC Digests

Language Acquisition is determined by a complex interaction of a number of critical input, output, and context variables. This digest examines these variables and reveals that cooperative learning has a dramatic positive impact on almost all of the variables critical to language acquisition. The examination looks at how cooperative learning transforms input, output, and context variables in the direction of facilitating language acquisition, suggesting the effectiveness of using cooperative learning to facilitate the learning of English as a Second Language. (JL)

ED 382 036 FL 023 039

Goodell, Melissa, Ed.; Choi, Dong-Ik, Ed.
Kansas Working Papers in Linguistics, Volume 20.
PUB DATE- 95
NOTE- 198p.; For individual papers, see FL 023 040-049.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Fulani; Hausa; Japanese; Korean; *Language Research; Linguistic Theory; Malagasy; *Phonology; Stress (Phonology); Structural Analysis (Linguistics); Suffixes; Syllables; Tenses (Grammar); *Uncommonly Taught Languages; Verbs
IDENTIFIERS- Gambling; Geminates; Hualapai; Pulaar; Reciprocals (Languages); Reduplication (Phonology); Reflexives; Taiwanese

Papers in this volume include the following: "Evidence for Foot Structure in Hausa" (Ousseina Alidou); "Korean 'Tense' Consonants as Geminates" (Dong-Ik Choi); "Gemination Processes: Motivation, Form, and Constraints" (Mamadou Niang); "Syllable 'Sonority' Hierarchy and Pulaar Stress: A Metrical Approach" (Mamadou Niang); "On the Condition of Adjunction in Barriers" (Hangyoo Khym); "The Logic of Reciprocity Revisited: On the Interpretations of a Reciprocal Construction in Taiwanese" (Jen-i Jelina Li); "A Descriptive Note on Malagasy Verbal Complementation and the Binding Hierarchy: With Special References to the Occurrence of the Complementizer 'fa'"; (Masuhiro Nomura); "Point of View and "Zibun": Toward a Unified Theory of the Japanese Reflexive" (Katsuhiko Yabushita); "The Reflexive Suffix -v in Hualapai" (Joong-Sun Sohn); and "An Ethnopoetic Analysis of a Traditional Kashaya Gambling Narrative" (Mary Swift). (JL)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Agency Cooperation; *Community Organizations; Consortia; Curriculum Design; *English (Second Language); Higher Education; *Limited English Speaking; Postsecondary Education; Second Language Instruction; *Transitional Programs; Universities; *Vocational Education
IDENTIFIERS- Arlington Adult Learning System VA; Arlington Education and Employment Program VA; Arlington Public Schools VA; Hogar Hispano; Marymount University VA

The English-as-a-Second-Language (ESL) curriculum of the Arlington (Virginia) Adult Learning System (AALS) is presented. AALS is a consortium in which an adult education provider (the public school system) coordinates efforts of its own organization with a community-based organization, a vocational institute, and a university to transition limited-English-proficient (LEP) adults into college and vocational training. The report begins with an overview of AALS and its participating agencies and descriptions of the scope, assessment system, and criteria for determining skill level assessment in the four participating agencies, including details on both of the four participating agencies, including details on both placement and exit criteria in different language skill areas. Subsequent sections detail the curricula of the four participating agencies. The first is a life skills curriculum offered by Hogar Hispano, a community organization serving low-income immigrant families. The second is a learner-centered ESL curriculum for adults offered by the Arlington Education and Employment Program (REEP), an Arlington Public Schools project serving LEP immigrants and refugees. The third is a pre-vocational transition ESL course for adults presented by a school-district-based vocational education and job placement program, and the fourth is a pre-academic ESL transitional course for adults at Marymount University (Virginia), a private liberal arts institution. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 382 059   HE 028 168

Evans, Geraldine A.
University Center at Rochester: Rochester, Minnesota.
PUB DATE- Apr 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Campus Planning; Colleges; *Community Colleges; *Cooperative Programs; *Educational Facilities; Educational Facilities Planning; Higher Education; *Institutional Cooperation; Public Colleges; School Buildings; *Shared Facilities; *State Universities; Universities; Urban Schools
IDENTIFIERS- Minnesota (Rochester); *University Center at Rochester MN

This paper traces the development of the University Center at Rochester, Minnesota. The Center provides a means for the delivery of programs and services to students taking courses at Rochester Community College, the University of Minnesota Rochester Center, and Winona State University-Rochester Center. The three institutions of higher education share the Center's facilities, which include 12 interactive television classrooms, 10 science labs, 9 teaching labs, 3 open computer labs, library space, and service and administrative space. The development of the Center is considered in the context of Rochester's history postsecondary education and baccalaureate degrees. The bulk of the report consists of two appendixes, which provide information on: (1) national and Florida educational trends, focusing on demand, attainment, enrollment, admissions, funding, and employment; and (2) a comparative analysis of state admission standards, processes, and policies, as well as competency-based admissions standards. (MDM)

ED 382 080 HE 028 267

Nye, Gloria T.; Maxcy, Spencer J.
Mentoring To Build Diversity in the University Community.
PUB DATE- 29 Oct 94
NOTE- 25p.; Paper presented at the Convention of the University Council for Educational Administration (Philadelphia, PA, October 29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; *College Programs; *Diversity (Institutional); Faculty College Relationship; *Females; Higher Education; High Schools; High School Students; Institutional Role; *Mentors; *Minority Groups; Models; Program Descriptions
IDENTIFIERS- *Louisiana State University

This paper examines the use of mentoring to help increase the number of women and minorities in tenured faculty and administrative positions in higher education, and describes a model mentoring program undertaken at Louisiana State University (LSU). It reviews research on diversity within academia and reports on interviews conducted with administrators and faculty to gauge their opinions about diversity and mentoring in higher education. It also discusses roadblocks to mentoring and the perceived lack of women mentors by some junior women faculty. The paper then describes the Knowledge Engineering for Young Scholars (KEYS) summer program conducted at LSU, which brings talented female and minority high school students to campus to work with science and engineering faculty on various research activities. (Contains 59 references.) (MDM)

ED 382 081 HE 028 268

Morn, Frank
Academic Politics and the History of Criminal Justice Education. Contributions in Criminology and Penology, No. 46.
PUB DATE- 95
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Correctional Rehabilitation; Crime; Criminal Law; *Criminology; *Educational History; *Higher Education; Intellectual Disciplines; *Law Enforcement; Legislation; Police; *Police Education
IDENTIFIERS- Academy of Criminal Justice Sciences; City University of New York John Jay College; International Association of Police Professors; State University of New York Albany; University of California Berkeley

This book reviews the history of academic criminal justice--the studying and teaching of crime, police, law and legal processes, and corrections--from 1870 to the present. The nine

NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Agents; Change Strategies; *Educational Change; Foreign Countries; *Job Training; *Labor Force Development; Postsecondary Education; Program Descriptions; Technical Institutes; *Vocational Education
IDENTIFIERS- Great Britain

This report describes and presents experiences of a project that acted as a catalyst for accelerating the pace of change in vocational education and training in Britain. The project involved three colleges of further education (CFEs), three occupations, and eight employers in a test of a new learning approach that would anticipate changes in the world of work and respond to the widely expressed needs of businesses. Chapter I describes the need for change and gives an overview of what senior managers, training managers, and further education staff would have to do to achieve outcomes similar to those pursued in the project. Chapter II gives an overview of the key achievements in each of three locations--Nottingham, Solihull, and the Wirral, in each of which there was a cluster of a CFE and one or more companies. Chapter III describes what was learned and how an innovative work force program can best be developed. The chapter highlights the lessons--in the form of "Learning Points"--associated with each characteristic of such programs. Chapter IV offers practical proposals for making the framework known to, and adopted by, forward-looking companies, public services, and colleges. (YLB)

ED 381 614 CE 068 629

Ruhland, Sheila K.
Developing Curriculum: Knowledge and Skills Essential for an International Salesforce.
PUB DATE- 10 Apr 95
NOTE- 11p.; Paper presented at the National Association of Small Business International Trade Educators (Norfolk, VA, April 10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Business; Educational Needs; Foreign Countries; *International Trade; *Job Skills; Job Training; *Manufacturing Industry; *Sales Occupations; Two Year Colleges; Vocational Education

A study explored the additional knowledge and skills an international salesforce needs based upon 95 respondents from Wisconsin manufacturing companies. Six areas were evaluated by sales representatives involved with international sales and marketing to identify the education and training needed within the next 3 years by the work force. Four areas were identified as being more critical: (1) business practices in foreign countries; (2) export/import practices and procedures; (3) product and safety standards; and (4) cultural differences. The majority of manufacturing companies would be expanding into the Canadian, Mexican and Central American, and European regional markets within the next 3 years. The following recommendations for further research were made: to identify additional knowledge and skills, to identify community colleges with international degree programs that currently teach the identified knowledge and skills, and to present study results to community college faculty and those individuals involved

DESCRIPTORS- *Cooperative Education; Cooperative Programs; *Education Work Relationship; Employer Employee Relationship; Guidelines; *Inservice Teacher Education; *Instructor Coordinators; *Program Implementation; *School Business Relationship; Secondary Education; State Programs; State Standards; Vocational Education
IDENTIFIERS- Virginia

This manual provides background information and guidelines for teachers who develop and implement cooperative education programs in Virginia. It includes both the Virginia guidelines for operation of cooperative education programs and training materials for cooperative education teacher-coordinators. The guide contains 15 sections that cover the following: (1) components of training programs and Virginia guidelines for cooperative education; (2) determining the need for cooperative education; (3) selecting the teacher-coordinator; (4) promoting cooperative education programs; (5) selecting students; (6) selecting training stations; (7) developing and using training agreements and training plans; (8) planning instruction; (9) placing students on the job; (10) preparing training sponsors; (11) providing comprehensive coordination; (12) planning employer and employee appreciation activities; (13) conducting student-employer follow-up; (14) conducting cooperative education advisory committees; and (15) 70 references. (KC)

ED 381 633 CE 068 724

The Literacy Enhancement Project Report: "Roadmap to Accountability."
PUB DATE- 94
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; Community Colleges; *Cooperative Programs; *Literacy Education; Models; Portfolio Assessment; Program Evaluation; *Program Improvement; Questionnaires; Records (Forms); *Statewide Planning; Student Evaluation; Two Year Colleges
IDENTIFIERS- *Illinois

The Literacy Enhancement Project (LEP) was initiated in 1993 to upgrade the quality of service at adult literacy program sites throughout Illinois. The project provided in-depth, sequential training in using a model assessment/evaluation system that is intended to serve as a developmental tool aiding in program design and modification and documentation of individual students' progress. The LEP is a collaborative effort involving the Illinois Literacy Resource Development Center, a University of Illinois evaluation specialist, local providers of literacy services, and adult literacy students in Illinois. The assessment/evaluation framework consists of the following evaluation levels: needs assessment (preimplementation), accountability (program documentation), formative evaluation (program clarification), program progress toward objectives, and program impact. To date, the LEP has yielded a wealth of information about the many facets of adult literacy in Illinois and identified policies that must be established to institute and deliver a consistent model for evaluation on a statewide basis. Special attention was paid to learning about portfolios and their potential as a means of authentic assessment. (Twenty appendixes constituting approximately 60% of this report contain the following: list of selected LEP sites; portfolio and satisfaction assessment forms; and newsletters, summaries

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Communication Skills; Functional Literacy; Listening Skills; *Literacy Education; *Organizational Communication; Pretests Posttests; Skill Development; *Stress Management; Telephone Usage Instruction; *Time Management
IDENTIFIERS- *Marine Occupations; Maryland (Baltimore); *Workplace Literacy

This set of learning modules was developed during a project to deliver workplace literacy instruction to individuals employed in the more than 50 businesses related to the activities of the Port of Baltimore. It is intended to help office staff of port businesses develop basic interpersonal communication and time and stress management skills. The following topics are covered in the individual modules: the importance of high quality service; telephone techniques/manners, the needs of office visitors, and professionalism; organizing work space, setting goals, managing time, and maintaining a positive image; managing stress; understanding and using the different types of listening; practicing active listening; identifying good and bad listeners; and giving and receiving feedback. Each module contains objectives, procedures, student handouts, and learning activities/grammar exercises. Appended is an article titled "What Do We Listen For?" (Raudsepp) and supplementary information about listening, constructive communication, and active listening. Answers to all exercises and the pretest and posttest are included. (MN)

ED 381 653   CE 068 757

Blumner, Ellen
Grammar Review. The Port of Baltimore Workplace Skills Development Project.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 125p.; For related documents, see CE 068 754-763.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Capitalization (Alphabetic); Functional Literacy; *Grammar; Letters (Correspondence); *Literacy Education; Pretests Posttests; Pronouns; *Punctuation; Sentences; Skill Development; *Spelling; Writing Skills
IDENTIFIERS- *Marine Occupations; Maryland (Baltimore); *Workplace Literacy

This set of learning modules was developed during a project to deliver workplace literacy instruction to individuals employed in the more than 50 businesses related to the activities of the Port of Baltimore. It is intended to accomplish the following objectives: familiarize students with selected basic grammatical points, introduce basic punctuation usage, present basic capitalization rules, and review selected frequently misused words. The following topics are covered in the 10 modules provided: proofreading; complete sentences; subject-verb agreement; pronoun agreement; punctuation; spelling; capitalization; writing letters; and posttest. Each module contains objectives, procedures, student handouts, and learning activities/grammar exercises. Appendixes constituting outcomes. Section III outlines objectives and topics of three ABLE directors' meetings. Attachments include requests for proposals and agendas. (YLB)

ED 381 672 CE 068 794

Bloem, Patricia L., Comp.; Padak, Nancy D., Comp.
Recommended Trade Books for Adult Literacy Programs: Annotated Bibliography with Teaching Suggestions.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Adult Programs; *Adult Reading Programs; Annotated Bibliographies; *Instructional Materials; *Literacy Education; Reading Instruction; Reading Material Selection; *Supplementary Reading Materials

This publication lists 91 trade books that a group of adult literacy professionals have read and recommended for use in adult literacy programs. An introductory section explains the process used to decide upon recommended books, provides a key for the symbols that describe each book, and makes some general suggestions for the ways books from the list might be used. The top of each sheet provides bibliographic information about the book: author, title, publisher, ISBN number, illustrator, date, and city. The type of book is followed by the reading group's rating of the book. Information about the type of book and its characters and setting follow. Each entry may also identify the types of adult literacy learners who might be especially interested in the book. General Educational Development descriptors follow, as does a list of themes for the book that were suggested by members of the reading group. The final sections of each page provide a brief summary of the book and several instructional suggestions. Suggestions include writing and discussion topics, ideas for thematic units, and possible companion titles. (YLB)

ED 381 673 CE 068 796

Basic Skills Research. Bibliography of Research in Adult Literacy and Basic Skills 1972-1992.
PUB DATE- Aug 94
NOTE- 315p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Cultural Influences; Educational History; *Educational Research; Employment; Evaluation Methods; Foreign Countries; Learning; Numeracy; Program Evaluation; Second Language Learning; Social Influences; Student Evaluation; Teaching Methods
IDENTIFIERS- *United Kingdom

This bibliography of research in adult literacy and basic skills is selective, covering research undertaken in industrialized countries in the 20 years between 1972 and 1992. It concentrates primarily on research into basic skills undertaken in English-speaking countries, although it also has a European dimension. Entries are categorized under 18 headings: definitions, statistics, social and cultural influences, history, measurement, teaching methods, learning, second

with Additional Views To Accompany S. 1020. Senate, 103D Congress, 2d Session.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); Economic Development; *Employer Employee Relationship; *Federal Legislation; *Futures (of Society); Labor Education; Labor Force Development; *Labor Legislation; *Research and Development; *Technological Advancement
IDENTIFIERS- Congress 103rd; Proposed Legislation

This document provides an overview and minority viewpoints on Senate Bill 1020. S. 1020 would authorize the Department of Labor to make grants to nonprofit organizations to research, identify, and develop new and advanced workplace technologies and practices to promote the improvements of workers' skills, wages, working conditions, and job security. These organizations would then, in turn, disseminate such information to workers, workers' organizations, employers, state industrial extension programs, and manufacturing technology centers and provide technical assistance to encourage the use of such technologies and practices in the workplace. The report includes information on the background and need for the legislation, history of the legislation and votes in committee, explanation of the bill and committee views, cost estimates, regulatory impact, and additional views. In addition, some senators conclude that the proposed legislation is illegal because it violates provisions of the National Labor Regulations Act against labor-management cooperation. They propose an amendment called the TEAM (Teamwork for Employees and Management) Act as an alternative. (KC)

ED 381 693 CE 068 851

You Begin by Getting Faculty and School Leaders To Develop a New Vision for Their High School. High Schools That Work Site Development Guide #1: Where Do You Begin?
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- 94
NOTE- 5p.; For related documents, see CE 068 852-856.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Change Strategies; *Educational Change; Educational Improvement; *Educational Quality; Guidelines; High Schools; Leadership; Secondary School Teachers; Success; *Vocational Education
IDENTIFIERS- High Schools that Work

This guide is the first in a series of guidelines designed to be a framework for positive action at the school site and in the classroom through the High Schools That Work program, an effort to raise the achievement of career-bound students. It focuses on the first step for superintendents, principals, and vocational leaders: to introduce the whole faculty to a vision of the things the school can do to raise the achievement of career-bound students. This framework involves the following actions: developing an upgraded academic core and a major for all students; having high expectations for all students;

PUB DATE- Mar 94
NOTE- 58p.; Consists primarily of the overheads and materials from a presentation made at the Annual Meeting of the National Association of School Psychologists (26th, Seattle, WA, March 1-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Ancillary School Services; Children; *Consultants; Consultation Programs; Counseling Services; *Educational Environment; Elementary Secondary Education; Foreign Countries; Foreign Students; *Professional Services; Students
IDENTIFIERS- Dependents Schools; International Schools; Missionaries

This compilation of information addresses various issues facing internationally mobile children and adolescents. Some of the topics include: the different characteristics of Third-Culture Kids (TCKs); assessment practices and language and learning differences among TCKs, including an analysis of language problems, norm groups, and test interpretation; points learned from evaluating limited English proficient children in the United States and TCKs overseas; variables affecting language acquisition; reasonable evaluation batteries for TCKs; the interpretation of psychoeducational test results; a psychoeducational evaluation of a TCK/multinational child; personality and developmental differences among TCKs, drawn largely from interview results; characteristics that can be associated with an internationally mobile lifestyle; and comparisons between American internationally mobile adolescents and internationally mobile adolescents from other countries. (Contains 60 references.) (RJM)

ED 381 712 CG 026 188

Gilliam, Walter S.
Issues in Student Suicide and Sudden Death Postvention: Best Practices in School Crisis Response.
PUB DATE- 11 Nov 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Crisis Intervention; Educational Environment; High Risk Students; Intervention; Prevention; *School Policy; School Responsibility; *School Role; Secondary Education; Student Reaction; *Suicide
IDENTIFIERS- *Crisis Management; *Postvention; Suicide Prevention; Suicide Prevention Programs

Recent statistics indicate that a high school of 2000 students will experience an average of one student suicide every four years. This paper reviews and synthesizes relevant information on issues in school response to student suicide and sudden death. Highlighted are risk factors that school personnel can identify in suicide-prone students, prevention, intervention, postvention, and ways to avoid common mistakes. Student

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alcohol Education; Children; Curriculum Guides; *Drug Education; *Grade 2; Health; Instructional Materials; Intervention; Prevention; Primary Education; Resource Materials; Substance Abuse

This educational program on drugs and alcohol provides a "No-Use" message to students. The curriculum maintains that alcohol, tobacco, and illicit drugs are unhealthy and harmful, and that society's laws and values are to be respected. The lessons build students' resistance to influences that encourage drug abuse and they promote safe, healthy, and responsible attitudes while correcting mistaken beliefs and assumptions about drugs and alcohol. Lessons appear on 36 "Task Cards" which are intended to be used once a week during a traditional school year. The sequence and frequency with which these Task Cards are used, though, is at the instructor's discretion. Cards may be completed individually or in a group. Each card contains a benchmark (a one or two line goal for the lesson), a short message that the facilitator can present to the students, and an activity, all of which are age appropriate. If students work in groups, they are encouraged to create and display a team name, a pennant or banner with their team symbol, a license plate, a team motto or slogan, and a simulated 1-800 phone number. Cartoon characters with positive messages appear at the end of the publication and these can be awarded to students as incentives. (RJM)

ED 381 732 CG 026 225

Drexler, Nora L.
Drug and Alcohol Awareness for Grade Three.
PUB DATE- 94
NOTE- 42p.; For related teaching guides, see CG 026 222-230. Produced as part of the SPARKS (Smart People Act Responsibly to Keep Safe) educational program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alcohol Education; Children; Curriculum Guides; *Drug Education; *Grade 3; Health; Instructional Materials; Intervention; Prevention; Primary Education; Resource Materials; Substance Abuse

This educational program on drugs and alcohol provides a "No-Use" message to students. The curriculum maintains that alcohol, tobacco, and illicit drugs are unhealthy and harmful, and that society's laws and values are to be respected. The lessons build students' resistance to influences that encourage drug abuse and they promote safe, healthy, and responsible attitudes while correcting mistaken beliefs and assumptions about drugs and alcohol. Lessons appear on 36 "Task Cards" which are intended to be used once a week during a traditional school year. The sequence and frequency with which these Task Cards are used, though, is at the instructor's discretion. Cards may be completed individually or in a group. Each card contains a benchmark (a one or two line goal for the lesson), a short message that the facilitator can present to the students, and an activity, all of which are age appropriate. If students work in groups, they are encouraged to create and display a team name, a pennant or banner with their team symbol, a license plate, a team motto or slogan, and a simulated 1-800 phone number. Cartoon characters with positive messages appear at the end of the publication and these can be awarded to students as incentives. (RJM)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Grade 6; Intermediate Grades; *Prior Learning; Protocol Analysis; *Reading Comprehension; Reading Research; *Reading Strategies; *Recall (Psychology)
IDENTIFIERS- Nashville Metropolitan Public Schools TN

A study examined how students use their prior knowledge and experience to help them understand a text, and how that influences what they recall from the text. Subjects, 46 sixth graders from 3 elementary schools in Nashville, Tennessee, were tape recorded as they thought aloud while reading either a passage on "sugar" or a passage on "fat." Passages were of similar length and were at grade 5 level of reading difficulty. Subjects also dictated their recall of the passage. Results indicated that the majority of the children's think-aloud comments were some kind of attempt to explain or elaborate on the text, with the largest category being bringing in information from prior knowledge or experience to help understand the text. Results also indicated that: (1) the amount of information recalled from texts was very low; (2) more students included in their recalls information from sentenced adults rated as important in the text; and (3) no statistically significant correlations existed between amount recalled and reading percentile score on the subjects' Tennessee achievement test reading comprehension scores. Two case studies illustrate the relationship between what the children were doing as they read and what their recall reports were like. Individual differences evident in think-aloud protocols led to the conclusion that memory measures such as the recall report do not adequately capture the richness and depth of children's understanding of text. (A figure and a table of data are included; the think-aloud protocols and recall reports of the two case study subjects are attached.) (RS)

ED 381 753 CS 012 109

Berthiaume, Patricia
Improving the Academic Achievement of High School Students through the Implementation of a Study Skills Program.
PUB DATE- 95
NOTE- 45p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; English Instruction; Grade 9; High Schools; High School Students; *Learning Strategies; Metacognition; Program Effectiveness; Program Implementation; Student Surveys; *Study Skills
IDENTIFIERS- New England

This practicum was designed to enhance the academic achievement of high school students in English in a suburban community in southeastern New England. Through a 12-week program of study skills introduced in the English 9 collaborative classroom, the practicum aimed to enable students to recognize their best learning strategies. A pre- and post-survey were developed and administered, a teacher interview was conducted, report cards of participants were reviewed, assignment calendars were developed and distributed, curriculum in computer interventions were selected and presented, and study skills were presented. Analysis of the data revealed that: (1) five out of seven English Collaborative students earned a grade of C- or better; (2) six out of seven students passed in homework assignments on time; and (3) five students' report cards reflected two

Persson, Ulla-Britt
The Importance of Functional Literacy Skills in a Changing World.
PUB DATE- Oct 94
NOTE- 6p.; Paper presented at the Conference on Pedagogy and School Innovation (Tartu, Estonia, October 21-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; Foreign Countries; *Functional Literacy; *Reading Achievement; *Reading Attitudes; Reading Difficulties; Reading Research; Reading Skills; *Student Attitudes
IDENTIFIERS- *Sweden

A study investigated Swedish students' attitudes about the point of being able to read. Subjects were 53 Swedish students in grades 5 and 8. Their answers were distributed into three categories: a survival and participation perspective; a dynamic-instrumental perspective; and a personal experience perspective. Regardless of performance level, most students had a rather practical view of literacy skills. They believed that reading is a skill that is difficult to do without. Several of the skilled readers felt sorry for those less fortunate than themselves, but some of them took a somewhat normative stance. By grade 8, many of the poor readers have given up acquiring reading skills. The school system has great responsibility in helping as many students as possible to acquire functional literacy skills. Educators should not stop trying, although it seems that about 10% of the Swedish population do not reach a functional literacy level. (RS)

ED 381 773 CS 012 132

Persson, Ulla-Britt
Reading for Understanding: An Empirical Contribution to the Metacognition of Reading Comprehension. Linkoping Studies in Education and Psychology Dissertations, No. 41.
PUB DATE- 94
NOTE- 248p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Comparative Analysis; Foreign Countries; Grade 5; Grade 8; Intermediate Grades; Junior High Schools; *Metacognition; *Reading Ability; *Reading Attitudes; *Reading Comprehension; Reading Research; Student Attitudes
IDENTIFIERS- Sweden; Text Processing (Reading)

A book-length study described the metacognitive components of good and poor reading ability, with special reference to comprehension. Subjects were 53 Swedish students in grade 5 or 8 and were either good or poor comprehenders as defined by a combination of a reading test and teacher ratings. Data collection consisted of semi-structured interviews and the recall of three texts with different structures. Results indicted that: (1) good readers organized their knowledge and used it appropriately; (2) good readers' cognitive and metacognitive abilities were well integrated, whereas the pattern of functions in poor readers seemed distorted; (3) poor readers were less confident than good readers--they regarded themselves as poor learners and their verbal responses were less elaborate; (4) poor readers' decoding was often not automatic, leaving less capacity for comprehension; (5) the gap between good and poor readers widened from grade 5 to grade 8, as more independent reading was expected of students; and (6) and postsurvey instruments for inservice meetings, a student's showcase portfolio, a sample writing skills checklist, a teacher's final portfolio evaluation guide, and a seven-item list of resources for portfolio development.) (Author/RS)

ED 381 793 CS 214 803

Scarboro, Cheryl B.
Writing and Difference: The Student, Gender, and the Text.
PUB DATE- Nov 94
NOTE- 54p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autobiographies; Content Analysis; *Creative Writing; Grade 5; Intermediate Grades; *Personal Narratives; Sex Differences; *Sex Role; *Writing Attitudes; Writing Research
IDENTIFIERS- Jackson Municipal Separate School District MS; Student Empowerment; *Writing Topics

A study investigated the ways male and female fifth-grade writers compose short, open-ended autobiographical narratives. The research focused on whether students composed narratives reproducing society's prescription of reality according to gender roles, or whether they found their own voices, writing as autonomous writers representing their own worlds. The writers for the research consisted of 139 volunteer fifth graders from six public elementary schools in Jackson, Mississippi. All texts were read blindly. Six dependent variables (fluency, setting, theme, voice, content, and agency) were measured for observing writing differences between males and females. Results in each of these areas were as follows. First, fluency level between male and female writers were not different. Second, settings described were significantly different; boys were more likely to write about the public/occupational/outside world and girls were more likely to write about the private/inside/domestic world. Third, boys were more likely to choose adventure topics and women were more likely to choose familial topics. Fourth, girls were more likely than boys to write in passive voice, that is, one where their thinking is concealed and voice strives to please others rather than challenge society. Fifth, girls were more likely than boys to write about topics considered characteristically female. (Contains 33 references and 6 tables of data.) (TB)

ED 381 794 CS 214 807

Dollerup, Cay; And Others
The Construction (Summary) and the Collection (Last Progress Report on the Folktale-Project). Folktale: A Cross-Cultural, Interdisciplinary Study of the Experience of Literature. Paper 14.
PUB DATE- 1 Mar 95
NOTE- 18p.; For related documents, see ED 295 138-144, and ED 301 858-860.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Studies; *Cultural Differences; *Folk Culture; Foreign Countries; Higher Education; Interdisciplinary Approach; Literary Criticism; Literature Appreciation; *Reader Response; *Reading; Reading Research

hoped that the guide contains clear, readily usable information and that the examples given can help users gain a thorough grasp of the technical points of grammar. Chapters in the guide are: The Word; The Sentence and Its Parts; Sentence Errors; Logic and Clarity; Emphasis, Consistency, and Appropriateness; Punctuation; and Wordiness. The guide concludes with a glossary of frequently misused words and phrases; a brief section on which prepositions go with which verbs; and another section on verb conjugations and principal parts. (NKA)

ED 381 814   CS 508 869

Sims, Judy R.
Experiential Learning in the Communication Research Methods Course: Doing Research To Understand Research.
PUB DATE- 19 Nov 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Experiential Learning; Higher Education; Research Design; Social Science Research; Speech Communication; *Student Research; *Theory Practice Relationship; *Undergraduate Students
IDENTIFIERS- University of Wisconsin Eau Claire

The most effective activity for teaching communication research students the nature of the social science research process is to provide students with the opportunity to conduct an actual research study. Such an experience promotes and emphasizes active, rather than passive, learning; students finish the class with a strong understanding of the research process, the major concepts associated with it, and the importance of ethics in research. In order to integrate an actual research study into the course, it is necessary to plan and prepare certain aspects of the research process in advance. First, a complete description of the assignment as well as the research evaluation form used to critique the project was prepared in advance. Second, an initial design of the research questionnaire was prepared in advance because there would not have been time for students to do it during the course. Third, the procedure for selecting a representative sampling was prepared before the semester began. When the semester began, then, students were ready to conduct a pilot test and then plunge into the project itself, which focused on the campus radio station at the University of Wisconsin, Eau Claire; its main methodology was a survey via telephone. Such a project functions as an excellent example for generating discussion concerning the numerous research terms and concepts addressed during the semester. Students are provided with the opportunity to apply the terms and concepts to training the student to deliver a survey. (Includes an appendix of research material.) (TB)

ED 381 815   CS 508 870

Lieberman, Devorah A.; Gurtov, Ellene
Perceptions of Diversity Training Needs in High Tech Business.
PUB DATE- Nov 94
NOTE- 35p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-

McIntosh, R. Anne
"You're Not There Yet": The Coming of Deaf Education Reform through the DPN Social Movement.
PUB DATE- Feb 96
NOTE- 18p.; Paper presented at the Annual Meeting of the Western States Communication Association (Portland, OR, February 10-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; *Deafness; *Educational Change; Higher Education; Open Education; *Total Communication
IDENTIFIERS- Gallaudet University DC; *Gallaudet University Protest 1988; Social Movements; *Student Empowerment

Two historic pieces of legislation have galvanized deaf people in ways that have not concerned the hearing community. The first is the American Disabilities Act, which extended legal protection to deaf people. The other, less well-known, is the "Deaf Prez Now" (DPN) or the Gallaudet University protest, which occurred in 1988 when the university's board of trustees hired as the university president the only finalist for the position who was not deaf. Students locked classrooms and staged marches. Their protest received national attention and eventually most of their demands were met: a deaf president was chosen; the normal-hearing chair of the board of trustee was replaced by a deaf person; and deaf persons became a majority on the board. The DPN is important because it shows what can happen when the deaf community takes its education into its own hands. Deaf education reform, including exploration of alternative means of classroom organization such as the "open classroom," needs to come from the deaf themselves if that reform is to be successful. Deaf students are realizing that they do not have to sit back and be passive students. Scholars in speech communication should not turn a deaf ear on the 1988 Gallaudet student uprising. Scholarship about the Gallaudet student protest has been limited, even isolated, to the deaf community. It has not been discussed in the mainstream journals of the hearing community. (TB)

ED 381 833 CS 508 898

Kitao, Kenji, Ed.; And Others
Culture and Communication.
SPONS. AGENCY- Doshiva Univ., Kyoto (Japan).
PUB DATE- 26 Nov 94
NOTE- 315p.; Selected papers from the JALT Kansai Conference (Kyoto, Japan, November 26, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; *Communication Skills; *Cross Cultural Studies; *Cultural Context; Foreign Countries; Higher Education; Instructional Effectiveness; Mass Media Role; Miscue Analysis; *Second Language Learning; Student Attitudes; Teaching Methods
IDENTIFIERS- *Cultural Studies; *Japan; Japanese Culture

Representing a refereed selection of papers from the 1994 JALT Kansai Conference, this collection of 25 papers contains formal

10-13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Cooperation; Educational Objectives; Educational Planning; Elementary Secondary Education; Leadership; Organizational Objectives; *Participative Decision Making; *School Based Management

This paper argues that many site-based management practices do not represent true empowerment and are not founded on a consensual framework of values, goals, and priorities developed by educational stakeholders. In addition, they often lack clearly stated operating principles. The paper distinguishes between site-based management (SBM) and site-based leadership (SBL). SBL rather than SBM, for the most part, provides opportunities for the meaningful inclusion of teachers, parents, and others in achieving consensual school-improvement objectives. The paper offers a brief overview of SBM as currently practiced in many school districts and compares the dynamics of SBM and SBL. Barriers to successful SBL include the unwillingness to abandon traditional methods of operation, lack of time, role ambiguity, changing relationships, and lack of requisite knowledge and experience. Including stakeholders in the decision-making process while maintaining organizational focus requires agreement among stakeholders on long-term goals and purpose, open communication, district-level support and consensus, and site-based planning. (LMI)

ED 381 855 EA 026 631

Angulo, Martha E.
Women Superintendents of Illinois.
PUB DATE- Feb 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 10-13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Administrator Selection; Elementary Secondary Education; *Equal Opportunities (Jobs); *Females; Leadership Qualities; Salaries; *Superintendents; *Women Administrators
IDENTIFIERS- *Illinois

This paper presents findings of a study that examined the views of Illinois female superintendents toward the superintendent-selection process. A survey mailed to all (N=83) women superintendents in Illinois elicited 47 responses, a 57 percent response rate. Findings indicate that women superintendents in smaller school districts received salaries not commensurate with those in surrounding districts. Approximately one-half of the respondents headed districts with fewer than 1,000 students. Factors in attaining the position included district knowledge, experience, and job skills. Barriers included experience and gender. The majority of the respondents began their career tracks into the superintendency at a late age; had prepared themselves for administrative positions throughout their education; were willing to move to attain the position; and lacked mentors. Search groups and those involved in the selection process should consider strong educational background and years of service as adequate preparation for the superintendency; understand women's leadership styles; promote

PUB DATE- Mar 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Decentralization; Educational Change; Elementary Secondary Education; *Governance; Institutional Autonomy; Organizational Change; *School Based Management; State School District Relationship; *Statewide Planning
IDENTIFIERS- *Arizona

This report contains recommendations made by the Arizona Committee on Decentralization, who identified issues in the implementation of decentralization in Arizona's public schools. The report presents an overview of the definition and purposes of decentralization and findings of a survey of 4,100 Arizona public school teachers and principals conducted in January 1993. A majority of both teachers and principals believed that students would be best served if decisions were made at the school site. The committee agreed on the need to create a legal climate for schools and districts to pursue decentralization, but disagreed as to whether decentralization should be voluntary or mandatory. Specific recommendations are offered around the issues of formation of a school decentralization committee, participation, plan components, amendments, exceptions, and noncompliance. Specific recommendations for charter schools are also outlined in the areas of purpose, application, operation, length of charter renewal, admission requirements, financial provisions, transportation provisions, and creation of a Stimulus Fund. A list of committee members and contributors is included. Appendices contain a list of barriers to decentralization and selected survey data. (LMI)

ED 381 874 EA 026 660

Daresh, John C.; Playko, Marsha A.
Mentoring in Educational Leadership Development: What Are the Responsibilities of the Proteges?
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; Administrator Role; *Educational Administration; Elementary Secondary Education; *Leadership Training; *Mentors; Professional Development
IDENTIFIERS- *Protege Mentor Relationship

Mentoring has become an accepted and desirable part of the preservice preparation of educational administrators. This paper focuses on the responsibilities of those who are being mentored, often referred to as "mentees" or "proteges." It is argued that mentoring is a teaching-learning process to which participants bring specific responsibilities. Data were collected through telephone and onsite interviews with 45 experienced school administrators (mentors) and 10 aspiring principals (proteges). Findings indicate that proteges need to bring the following skills and attitudes to the mentoring relationship: (1) a basic understanding of the teaching process and the nature of leadership in general and in effective organizations; (2) good listening and communication skills; (3) openness and collegiality; and (4) a commitment to mentoring.

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; College Preparation; *Corporate Support; High Schools; Mathematics Achievement; Physics; Program Effectiveness; Relevance (Education); Science Instruction; *Vocational Education
IDENTIFIERS- *Boeing Company; *Washington

This paper describes fourth-year outcomes (1993-94) of the Boeing Company-funded Applied Academics Project. Since the 1990-91 school year, the company has provided funds to improve and expand applied academics in 60 Washington high schools. Data were collected from pre- and post-surveys of students enrolled in the project's Applied Mathematics (AM) and Principles of Technology (PM) courses and their comparison groups (students enrolled in traditional mathematics and physics classes). A survey was also mailed to 49 sites that received Boeing funding. Findings indicate that AM students in every category scored significantly higher than their peers in traditional mathematics classes. PT students performed as well as their traditional counterparts when the variables for overall GPA and grades in mathematics and science were held constant. Low-achieving AM and PT students tended to demonstrate the greatest gain from the applied academic courses. They also gained confidence about their ability to learn mathematics and physics. Results of the site survey, to which 44 sites responded, suggest that Boeing funding was crucial in making the concept of applied academics a classroom reality. The number of participating students and schools increased dramatically, a trend that continued after funding ended. Five tables and 10 figures are included. Appendices contain a map of Boeing-funded sites in Washington State and copies of the surveys. (LMI)

ED 381 893 EA 026 685

Lashway, Larry
Can Instructional Leaders Be Facilitative Leaders? ERIC Digest, Number 98.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; *Instructional Leadership; *Leadership; *Leadership Styles; *Participative Decision Making; Teacher Administrator Relationship
IDENTIFIERS- ERIC Digests

Today, prevailing views of leadership suggest that the principal's role should not be to direct others but to create a school culture in which decisions are made collaboratively. Such "facilitative" leadership exercises power through others, not over them. The basic question is whether or not these two leadership styles are mutually exclusive. The development of a school mission is an example of an administrative function that combines both leadership perspectives. Principals work to achieve consensus from stakeholders about the school's vision, but must also intervene with those who hold values inconsistent with commonly shared goals. Thus, formulating a vision is a continuing dialogue, rather than a one-time event. The Digest also describes ways that a facilitative leader creates a

ED 381 912 EC 303 858

Wenkart, Ronald D.
The Americans with Disabilities Act and Its Impact on Public Education.
PUB DATE- Apr 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- *Civil Rights Legislation; Compliance (Legal); Court Litigation; *Disabilities; Elementary Secondary Education; Employer Employee Relationship; Employment; *Equal Opportunities (Jobs); *Federal Legislation; Higher Education; Legal Responsibility; *Public Schools; School Districts
IDENTIFIERS- *Americans with Disabilities Act 1990; Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504)

This paper summarizes implications of the Americans with Disabilities Act (ADA) on public education. It notes similarities between the ADA and Section 504 of the Rehabilitation Act of 1973 which already prohibits discrimination against people with disabilities in most public schools. The ADA is seen as having its main impact in the area of employment, with school districts being required to make reasonable accommodations for people with disabilities and prohibited from requiring a medical examination prior to an offer of employment. The ADA is not seen as affecting requirements of the Individuals with Disabilities Education Act (IDEA) to provide students with disabilities a free and appropriate education. The paper first addresses general provisions of the ADA, then reviews provisions of Title I regarding employment, Title II regarding public services, and Title V (miscellaneous provisions). Case law interpreting Section 504 and IDEA is then reviewed, addressing the issues of: (1) the definition of a "qualified individual with a disability"; (2) what "reasonable accommodations" include; and (3) what is a "free appropriate public education." (Contains 19 references.) (DB)

ED 381 913 EC 303 859

Fitzpatrick, Vicki, Ed.
Machines That Make Books Talk.
PUB DATE- 94
NOTE- 21p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Audiotape Recordings; *Blindness; History; Library Networks; *Physical Disabilities; Research Projects; *Talking Books; *Technological Advancement
IDENTIFIERS- *National Library Service for the Blind

This paper describes playback equipment provided by the National Library Service for the Blind and Physically Handicapped's Talking Books program. The history of these machines is reviewed from 1933 to the present and includes activities during World War II, the introduction of flexible discs and cassettes, descriptions of a variety of machines (with

ED 381 932 EC 303 878

Chambers, Jay G.; And Others
District Revenues and Student Poverty: Implications for Special Education Resources and Services.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 5p.; For the full report on which this brief is based, see ED 364 630.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Disabilities; Economically Disadvantaged; *Educational Equity (Finance); Educational Finance; Elementary Education; Expenditure per Student; Finance Reform; *Fiscal Capacity; National Surveys; Poverty; School Districts; School District Spending; *School District Wealth; *Special Education
IDENTIFIERS- *Elementary Secondary Education Act Title I

This brief discusses issues of school finance equity as they relate to resources and services provided to special education students. It uses information obtained from a recent study of Chapter 1, which examined educational resources and expenditures in 95 elementary schools in 30 school districts across 5 states. The schools had students with high and low levels of poverty in districts with high and low levels of revenue. The findings indicate that district revenues do translate into differences in services for all students. For special education students, these differences are reflected in student-teacher/aide ratios, expenditures for self-contained versus resource room instruction, and speech and physical therapy services. Data reported cover the following areas: per student expenditures, general instruction expenditures, administration and support personnel, special education services, and special education staffing. (DB)

ED 381 933 EC 303 879

McLaughlin, Margaret J.
Consolidated Special Education Funding and Services: A Local Perspective. CSEF Policy Paper Number 5.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Categorical Aid; Compliance (Legal); Cooperative Programs; *Disabilities; Educational Change; Elementary Secondary Education; Federal Aid; *Inclusive Schools; *Noncategorical Education; Program Administration; *Regular and Special Education Relationship; School Districts; *School Funds; Special Education; State Aid
IDENTIFIERS- California; Elementary Secondary Education Act Title I; Maryland; Massachusetts

This study examined efforts at the local level to reduce the fragmentation of services to students with and without disabilities through the consolidation or blending of federal and state categorical educational programs. Twenty-two state and local program administrators in California, Maryland, and Massachusetts were interviewed. Findings include examples of collaborative programs and of administrative mechanisms such as survey data, 13 figures, and copies of survey forms. (JDD)

ED 381 952 EC 303 899

Resource Guide for Gifted Education in Arizona.
PUB DATE- Jan 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ability Identification; Definitions; Delivery Systems; Elementary Secondary Education; *Gifted; Parent Participation; Resources; *School Responsibility; *Special Education; State Aid; *State Legislation; Teacher Certification; Tests
IDENTIFIERS- *Arizona

This guide to education for gifted students in Arizona begins with a rationale for providing special services for high potential students. It then discusses the gifted student, screening and identification, the teacher, programs and services, financial assistance, resources, and parent involvement. In each of these topic areas, the guide outlines requirements of state law, definitions of terminology, and references for further information. The guide specifically covers the definition of "gifted," the screening process, teacher criteria for obtaining provisional and regular gifted endorsement, organizational models and program options used to provide instructional services to gifted students, curriculum areas in which instructional services are provided, additional curriculum services, the need for school districts to submit a scope and sequence for gifted pupils in order to receive state aid, the process for applying for gifted education funds and carrying over funds, parents' rights, a list of directors of regional centers for gifted education and of professors involved in gifted education at Arizona's four major universities, and a list of newsletters and journals on gifted education. Appendixes offer a list of state-approved tests and their publishers, a list of skill requirements for teachers of the gifted, and a sample application for funding. (JDD)

ED 381 953 EC 303 900

Flom, Peter
Exceptional Cognitive Development: A Life Span Developmental Approach.
PUB DATE- 92
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academically Gifted; Child Development; *Educational Research; Elementary Secondary Education; Emotional Problems; *Gifted; Individual Development; *Personality Traits; Psychological Characteristics; Research Problems

The belief that gifted children are more likely to have personality problems than "normal" individuals is not supported by research, but the image of the disturbed gifted child persists. This paper reviews research from a life-span developmental perspective to examine why this image persists. The paper critically examines the research of L. Terman, L.

pursuing a variety of degrees. Inservice training was provided to 125 placement counselors and interested faculty, addressing LD student profiles, the Individuals with Disabilities Education Act, and ongoing tutorial and career services for students with LD at FIT. Career workshops, individualized job counseling, and employer referrals were conducted for students, as well as individualized counseling to help students determine their career direction, choice of college major, and course selection. A computerized career guidance program was employed to give students a starting point for in-depth self-assessment. A counselor with LD was assigned to the project team along with the Learning Disabled Coordinator and the Career Placement Office staff. Outreach to industry representatives enlisted employers to actively support the program with full and part time employment and internships. Employer awareness of laws pertaining to employees with LD increased as a result of the program, and employers now participate in career workshops for students with LD. Several appendices provide promotional, descriptive, and evaluative information about the project. (PB)

ED 381 974 EC 303 921

Culliver, Concetta; Obi, Sunday
Using CAI To Enhance the Peer Acceptance of Mainstreamed Students with Mild Disabilities.
PUB DATE- Aug 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Elementary School Students; Intermediate Grades; *Intervention; *Mainstreaming; *Mild Disabilities; *Peer Acceptance; Peer Relationship; Popularity; Self Esteem

This study applied computer-assisted instruction (CAI) techniques to improve peer acceptance among 92 mainstreamed students with mild disabilities from 10 to 13 years of age. Participants in the treatment group received their generalized curriculum program (including mathematics, language arts, reading, health, social studies, and science) supplemented with CAI consisting of drill/practice and games for the reinforcement of reading and mathematics. This instruction was offered for 20 minutes daily for 5 weeks. Control group students received the same curriculum without CAI. Experimental group subjects reported positive self-esteem effects from CAI use when asked to complete an open-ended survey. Each participating student and 760 of their classmates were provided with a social acceptance scale and instructed to rate all members of the class for an overall peer acceptance score. Results found no significant difference between peer acceptance ratings of experimental and control group subjects. Suggestions for further research on interventions to improve peer acceptance among mainstreamed students with disabilities are provided, as is speculation as to why this particular CAI intervention failed to significantly improve peer acceptance. (Contains 19 references.) (PB)

ED 381 975 EC 303 923

Hobbs, Nichole; And Others
The Economic and Psychological Burdens Associated with Lovaas Treatment for Childhood Autism.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English

difficulty, and prompt difficulty. Pre-training, all raters as a group differed quite significantly from one another in terms of severity. Post-training, a clear distinction between new and old raters is no longer visible. Findings indicate that rater severity evened out somewhat after training across the group. However, the spread of rater severities after training is still quite significant. Rater consistency improved, and new rater extremism was reduced. Results confirm that rater training cannot make raters into duplicates of one another, but it can make them more self-consistent. Appendixes include the ESLPE rating guidelines and sample ESLPE. (Contains 25 references.) (NAV)

ED 381 995   FL 022 250

Coreil, Clyde, Ed.; Napoliello, Mihri
The Journal of the Imagination in Language Learning, 1993-1994.
PUB DATE- 94
NOTE- 202p.; "Published annually in conjunction with the annual Conference on the Role of the Imagination in Language Learning" (at Jersey City State College).
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Childrens Literature; Cognitive Processes; Creativity; Elementary Secondary Education; *English (Second Language); Higher Education; *Imagination; Interviews; Kindergarten; Language Teachers; Music; Novels; Poetry; Second Language Instruction; *Second Language Learning
IDENTIFIERS- *Jersey City State College NJ

Articles in these two issues are as follows: "Imagination and Memory: Friends or Enemies" (Earl W. Stevick); "Imagination in Second Language Acquisition" (James J. Asher); "Where the Magic Lies" (Interview with Carolyn Graham); "Drawing on Experience: The Interview" (with John Dumicich); "What Color is Your Picnic Basket?" (Interview with Susan Litt); "Humor in the Classroom" (M. Jerry Weiss); "Imagination Really Means Freedom" (Interview with Dominic Pietrosimone); "Reading Aloud: Children's Literature in College ESL Classes" (Denise C. Lagos and Susan C. Khodabakhshi); "The Right to Be Creative" (Interview with Walter Eliason); "The Puppet as a Metaphor" (Tova Ackerman); "Drawing on Experience: The Article" (Christine B. Root); "Using the Sunday Comics on Monday" (JoAnn Hoppe); "Humanistic Imagination: Soul Food for the Language Class" (Gertrude Moskowitz); "The Deep Water had Deeper Fishes: On Creating a Language of the Imagination with Children" (Richard Lewis); "Telling Tales in School: Using Myths in the ESL Classroom" (Jean McConochie); "Whole Brain Learning and Relaxation Techniques" (Maraleen Manos-Jones); "Storytelling: A Way of Freeing the Imagination. An Interview with Dvora Shurman" (Tova Ackerman); "Story Tails" (John Dumicich and Christine B. Root); "(Reading for Pleasure" Short Novels in Academic University ESL Programs" (Christine F. Meloni); "Rock Poetry: The Literature Our Students Listen To" (Claudia Ferradas Moi); "Gala Night: Experiencing English Beyond the Classroom" (Gilberto Diaz Santos); "Daydreams and Nightmares: The Need for the Imagination in Student Writing" (Steven Haber); "The Role of Art in Language Learning" (Catriona R. Moore, Judith A. Koller, and Maria Kreie Arago); "ESL Community Puppeteers" (Margaret Canepa); "Using Songs to Introduce Poetry to ESL Students" (Loretta Frances Kasper); "Stimulating Imagination Outside the Classroom" (Stephen A. Sadow); "Teaching English Through Broadway Musicals" (Gina Milano); "Beyond MTV: Music Videos as Foreign Language Text" (Thomas J. Garza); "Country Songs:

ED 382 016 FL 022 917

We Asked...You Told Us. Language Spoken at Home.
PUB DATE- Feb 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Arabic; *Census Figures; Chinese; Demography; *English (Second Language); *Family Environment; French; Geographic Distribution; German; Greek; Hindi; Italian; Japanese; Korean; *Language Role; *Languages; Language Usage; National Surveys; Polish; Portuguese; Regional Characteristics; Russian; Spanish; Tagalog; Uncommonly Taught Languages; Vietnamese
IDENTIFIERS- *Census 1990; *Native Language

Responses to the 1990 United States census question concerning languages other than English that are spoken at home are summarized. It was found that in 1990, 14 percent of the population 5 years and older spoke a language other than English at home, as contrasted with 11 percent in 1980. Languages spoken most commonly at home in descending order of percentage, were: Spanish; French; German; Chinese; Italian; Tagalog (Pilipino); Polish; Korean; Vietnamese; Portuguese; Japanese; Greek; Arabic; Hindi (Urdu); and Russian. For these languages, total numbers spoken in 1980 and 1990, and percentage changes, are charted. A map of the United States indicates percentages of the population in each state that speak a language other than English at home. It was found that slightly more than half of all non-English-speakers in the United States reside in three states: California; Texas; and New York. Data are also provided on the distribution of English language skills (speaks English not at all, not well, well, or very well) within the population that speaks a language other than English at home. (MSE)

ED 382 017 FL 022 918

Choy, V. Kanani, Ed.; And Others
Clarendon Alternative School. Japanese Bilingual Bicultural Program. Curriculum Sampler II: Science.
PUB DATE- May 95
NOTE- 117p.; For an earlier curriculum sampler, see ED 372 599.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bilingual Education Programs; Class Activities; Classroom Techniques; *Course Content; Curriculum Design; Elementary Education; *Japanese; Lesson Plans; *Science Instruction; *Second Languages; *Thematic Approach
IDENTIFIERS- San Francisco Unified School District CA

A sampler of thematic science lessons from the Japanese bilingual/bicultural education program of the Clarendon Alternative School, a California elementary school, is presented. The lessons are designed to integrate Japanese instruction with the core science curriculum. Each lesson contains this information: the grade level, teacher(s), and sensei; and introductory statement about the lesson and related classroom activities; classroom procedures; relevant Japanese vocabulary; sample dialogue; extension activities, when appropriate; and sample or reproducible instructional materials. Lesson topics include: oneself and others

ED 382 037 FL 023 040

Alidou, Ousseina
Evidence for Foot Structure in Hausa.
PUB DATE- 95
NOTE- 25p.; For complete volume, see FL 023 039.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Hausa; Language Research; *Linguistic Theory; *Morphology (Languages); *Nouns; Oral Language; Structural Analysis (Linguistics); *Syllables; Uncommonly Taught Languages
IDENTIFIERS- *Reduplication (Phonology)

McCarthy and Prince (1986, 1990) have put forward the prosodic Morphology Hypothesis to account for morphological processes, such as reduplication and truncation, that typically require that their output conform to a particular shape of template. This hypothesis claims that morphological templates are analyzable in terms of prosodic units. This paper shows that Hausa nominal reduplication and nickname formation are best analyzed as involving the specification of a foot template. Thus these two processes provide supporting evidence for McCarthy and Prince's Prosodic Morphology Hypothesis. Contains 11 references. (Author/JL)

ED 382 038 FL 023 041

Choi, Dong-Ik
Korean "Tense" Consonants as Geminates.
PUB DATE- 95
NOTE- 15p.; For complete volume, see FL 023 039.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; *Consonants; *Korean; *Phonetics; *Phonology; Structural Analysis (Linguistics); *Tenses (Grammar); Uncommonly Taught Languages
IDENTIFIERS- *Geminates

This paper argues that Korean "tense" consonants are geminates based upon phonetic as well as phonological evidence. In section 2, the phonetic realization of tense consonants is discussed and compared with the phonetic realization of plain consonants. Section 3 looks at the representation of Korean tense consonants as single segments. Section 4 focuses on the representation of Korean tense consonants as geminates and show that they are more appropriately represented as geminates than as single segments. In section 5, the phonetic realization and phonological representation of Korean tense consonants are summarized. Contains 16 references. (JL)

ED 382 039 FL 023 042

Niang, Mamadou
Gemination Processes: Motivation, Form, and Constraints.
PUB DATE- 95
NOTE- 15p.; For complete volume, see FL 023 039.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Consonants; *Dialects; *Fulani; *Phonology;

and higher education needs. Community planning since 1986, fund raising, construction, and completion of the center in 1993 are highlighted. Mission statements of the Center and of the Greater Rochester Area University Center Board of Providers are attached. (DB)

ED 382 060 HE 028 247

Seller, Maxine Schwartz, Ed.
Women Educators in the United States, 1820-1993. A Bio-Bibliographical Sourcebook.
PUB DATE- 94
NOTE- 603p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Biographies; *Educational History; Elementary Secondary Education; *Females; Higher Education; Social History; United States History; Womens Studies
IDENTIFIERS- *Educators; Womens History

This book profiles 66 women who made significant contributions to American education from the early 19th to the late 20th century. Profiles are arranged alphabetically and each opens with an introductory paragraph summarizing the subject's importance. This is followed by a 6- to 10-page profile written by a scholar with special expertise on the particular educator, the period in which she lived, and the educational field in which she worked. A bibliography of works by the subject and about the subject follows each entry. Subjects included are: Laura Jane Addams, Zilpah Polly Grant Banister, Alice P. Barrows, Harriet M. Bedell, Catharine Beecher, Mary McLeod Bethune, Mary Carroll Craig Bradford, Sophonisba Breckinridge, Nannie Helen Burroughs, Mother Joseph Butler, Mary Steichen Calderone, Mother Mary Regis Casserly, Sucheng Chan, Lydia Maria Francis Child, Septima Poinsette Clark, Fannia Mary Cohn, Johnnetta B. Cole, Miriam Colon, Elizabeth Avery Colton, Anna Julia Cooper, Fanny Marion Jackson Coppin, Julia Etta Crane, Lucretia Crocker, Sarah Ann Dickey, Sarah Mapps Douglass, Mother Mary Katharine Drexel, Dolores "Lola" Gonzales, Willystine Goodsell, Margaret Haley, Helen Heffernan, Winifred Holt, Mari-Luci Jaramillo, Katharine Kuh, Lucy Craft Laney, Mary Atkins Lynch, Mary Lyon, Peggy McIntosh, Deborah W. Meier, Lucy Sprague Mitchell, Mary Adelaide Nutting, Nina Otero-Warren, Alice Freeman Palmer, Celestia Susannah Parrish, Janine Pease-Windy Boy, Almira Hart Lincoln Phelps, Caroline F. Putnam, Polingaysi Qoyawayma, Caroline Elizabeth Bushyhead Quarles, Ellen Swallow Richards, Julia Richman, Helen Mansfield Robinson, Sister Blandina Segale, Lucy Diggs Slowe, Hilda Worthington Smith, Emily Eliza Ingham Staunton, Lois Meek Stolz, Marion Talbot, Mary Church Terrell, Martha Carey Thomas, Joyce Sachiko Tsunoda, Julia Strudwick Tutwiler, Emma Hart Willard, Sister Mary Madeleva Wolff, Martha Beulah Mann Yallup, Ella Flagg Young, and Marie E. Zakrzewska. An appendix lists the subjects in chronological order by year of birth. (Contains 35 references.) (MDM)

ED 382 061 HE 028 248

Hoberman, Solomon, Ed.; Mailick, Sidney, Ed.
Professional Education in the United States. Experiential Learning, Issues, and Prospects.
PUB DATE- 94
NOTE- 222p.

chapters have the following titles: (1) "Introduction: Academic Politics and Professionalism, 1870-1930"; (2) "Progressivism and Police Education, 1910-1935"; (3) "V-Men and Models of Police Education, 1935-1950"; (4) "Berkeley Renaissance, 1945-1960"; (5) "The International Association of Police Professors, 1963-1970"; (6) "The Fall of the School of Criminology at Berkeley, 1960-1975"; (7) "A Tale of Two Campuses: Criminal Justice Education in New York, 1965-1980"; (8) "Academy of Criminal Justice Sciences and the Hard Labor Creek Group, 1970-1980"; and (9) "Academy of Criminal Justice Sciences and the Politics of Populism, 1975-1985." An epilogue notes similarities and differences between criminal justice and other academic disciplines. Appendices provide lists of: persons interviewed for the book; past presidents of the International Association of Police Professors and Academy of Criminal Justice Sciences; and past presidents of the Society for the Advancement of Criminology and American Society of Criminology. (Contains 80 references.)

ED 382 082 HE 028 269

Gladieux, Lawrence E.; King, Jacqueline E.
Trends in Student Aid: California.
SPONS. AGENCY- California Higher Education Policy Center, San Jose.
PUB DATE- Apr 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Educational Policy; *Educational Trends; Federal Aid; Grants; Higher Education; Postsecondary Education; Private Colleges; *State Aid; State Universities; *Student Financial Aid; Student Loan Programs; Trend Analysis
IDENTIFIERS- *California

This report was designed to provide complete and comparable statistics on student aid for all California postsecondary institutions from 1990 through 1994. It includes information on all major sources of financial aid, the types of aid available, the amount of funding for each type, and the distribution of student aid dollars among the three public postsecondary education sectors (the University of California, California State University, and California Community College systems) and the independent colleges and universities. The data indicate that: (1) financial aid has not kept pace with increases in the costs of higher education; (2) most of the current financial aid available is in the form of loans, leading to a rapid increase in student borrowing; (3) most of the increase in grant aid at public institutions has come from student fee dollars "recycled" for financial aid to other students; and (4) University of California students now receive more state grant aid dollars than students from private institutions. The results of this study reinforce the need for public debate about the role of student aid in the funding of higher education. Graphs and tables present details of the study's findings. (MDM)

ED 382 083 HE 028 270

Ottinger, Cecilia; Sikula, Robin
Women in Higher Education: Where Do We Stand?
PUB DATE- 93

with international degree programs. (YLB)

ED 381 615 CE 068 635

Drury, Darrel; Koloski, Judy
Learning To Hope: A Study of the Adult Education for the Homeless Program.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 95
NOTE- 282p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Education; Adult Literacy; *Adult Programs; Educational Opportunities; Educational Policy; *Educational Practices; Federal Legislation; Financial Support; *Homeless People; Literacy Education; National Programs; *Outcomes of Education; *Participant Characteristics; Participation; Program Administration; Program Development; Program Effectiveness; Program Implementation; Public Policy; Questionnaires; Reading Tests; State Federal Aid; State Surveys; Tables (Data)
IDENTIFIERS- *Adult Education for the Homeless Program; Stewart B McKinney Homeless Assistance Act 1987

A comprehensive study of the Adult Education for the Homeless Program (AEH) was conducted using data from the following sources: program files; focus groups conducted with state project administrators; site visits to 9 local programs in 3 states; surveys of 32 state projects, 230 local programs, 588 service delivery sites, and 2,943 program participants; and an assessment of the literacy skills of a representative sample of new enrollees at 30 local programs. The following were among the study's major findings: AEH clients are making progress but still function at a fairly low level; establishment of the AEH-created educational services where none were available previously; AEH services are offered in residential and nonresidential settings, and nearly all local programs have implemented aggressive outreach strategies to attract homeless participants; AEH clients differ from the homeless population at large; the AEH program's limited resources and the high rate of mobility among homeless individuals pose formidable challenges to the program's ability to meet its clients' educational needs. Appended are the following: state-by-state descriptive data, state/local surveys; a document literacy test; and statistical methods and detailed results of the analyses of client participation and academic improvement. Contains 66 tables/figures and 75 references.) (MN)

ED 381 616 CE 068 642

Hyams, Melanie, Comp.; And Others
Annual Adult Education Research Conference Proceedings (35th, Knoxville, Tennessee, May 20-22, 1994).
PUB DATE- May 94
NOTE- 464p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Educators; Adult Learning; Adult Students; Black Education; Community Colleges; Community Education; Computer Assisted

and completed forms and or newsletters from 12 LEP sites.) (MN)

ED 381 634 CE 068 726

Dillon, Brenda M.; Mercer, John W.
What Minnesota Secondary Learners Require of Schools. Report of Work Group Discussions. Town Meeting (Spring 1993).
PUB DATE- 94
NOTE- 15p.; For the report on postsecondary learners, see CE 068 727.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; Education Work Relationship; Goal Orientation; High Schools; High School Students; Relevance (Education); Statewide Planning; Student Attitudes; Student Educational Objectives; *Student Needs; *Success; Vocational Education
IDENTIFIERS- *Minnesota

Nearly 70 people from across Minnesota attended a meeting on the topics, "What Secondary Learners Require of Schools." High school and postsecondary students, parents, teachers, administrators, counselors, community organization representatives, and business people participated. Following an opening session, participants separated into five student and two adult teams. In three sessions, work teams discussed concerns that young people face today and in the future, what students feel they need in order to be successful, and what they want and need from school. Major themes that emerged were as follows: economic growth and occupational outlook, academic and occupational choices, need for real-life applicable choices, need for basic skills and lack of transferable skills, concern about social issues and other problems, family living, self-care and self-esteem, defining success, direct involvement of administration with students, teachers who want to teach, keeping up with technology, and depending on others. These themes paralleled those from the town meeting held during the summer of 1988. (YLB)

ED 381 635 CE 068 727

Rominger, Duane A.; Dillon, Brenda M.
What Minnesota Postsecondary Learners Require of Schools. Report of Work Group Discussions. Town Meeting (Summer 1994).
PUB DATE- 95
NOTE- 36p.; For the report on secondary learners, see CE 068 726.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Education Work Relationship; Goal Orientation; Statewide Planning; *Student Attitudes; Student Educational Objectives; *Student Needs; *Success; Technical Education; *Technical Institutes; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Minnesota

Twenty-one students and 15 staff members of 8 technical colleges attended a meeting to discuss the question, "What do technical college students want or need from school?" Participants were divided into four groups of students and two groups of instructors and staff members. Each group worked with two facilitators who presented the group with a series of questions; each question increasingly focused the participants' attention toward the main question. Three themes from the approximately 40% of the module contain the following: glossary, reference information about pronouns, and grammar review answers. (MN)

ED 381 654 CE 068 758

Blumner, Ellen; And Others
Individual Skill Lessons. The Port of Baltimore Workplace Skills Development Project.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 52p.; For related documents, see CE 068 754-763.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; Content Area Reading; Functional Literacy; Graphs; *Individualized Instruction; Learning Activities; Learning Modules; *Literacy Education; Mathematics Skills; Measurement; *Numeracy; Problem Solving; Reading Comprehension; *Reading Skills; *Skill Development; Word Problems (Mathematics); Writing (Composition); Writing Skills
IDENTIFIERS- *Marine Occupations; Maryland (Baltimore); *Workplace Literacy

This learning module was developed during a project to deliver workplace literacy instruction to individuals employed in the more than 50 businesses related to the activities of the Port of Baltimore. It contains a sample of individual lessons that the project instructors used in individualized tutorial sessions with students working on reading, writing, and math skills. The module is divided into seven sections on the following topics: solving word problems in mathematics; using measurement; completing a port insurance worksheet; using coherent sentence structure; avoiding jargon in writing; developing reading comprehension skills; and developing the technical reading skills required to read graphs, charts, and maps. Each section includes objectives, procedures, student handouts, learning activities/problems, and answer sheets. (MN)

ED 381 655 CE 068 759

Janiszewski, Kathryn; Permut, Cathy
Maritime Math Review. The Port of Baltimore Workplace Skills Development Project.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 106p.; For related documents, see CE 068 754-763.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Fractions; Functional Literacy; *Literacy Education; *Mathematics Skills; Measurement; Metric System; *Numeracy; Percentage; Pretests Posttests; *Problem Solving; *Skill Development; Word Problems (Mathematics)
IDENTIFIERS- *Marine Occupations; Maryland (Baltimore); Pythagorean Theorem; *Workplace Literacy

This set of learning modules was developed during a project to deliver workplace literacy instruction to individuals employed in the more than 50 businesses related to the activities of the language, numeracy, family literacy, employment, target groups, organizational issues, program evaluation, training, general, policy, and bibliographies. Each entry appears under one main heading and includes a number of key words indicating areas covered by the particular piece of research as well as other bibliographical information, such as author, title, date, and ISBN/publisher. A brief abstract of the contents of the research also appears under each entry. (YLB)

ED 381 674   CE 068 797

Silk, Sue
Basic Skills Support. A Guide for Every Teacher.
PUB DATE- Oct 94
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Foreign Countries; Identification; Intervention; Needs Assessment; Postsecondary Education; Remedial Programs; *Screening Tests; Student Evaluation; *Vocational Education; Workshops
IDENTIFIERS- United Kingdom

This guide for further education teachers focuses on providing basic skills support. Chapter 1 defines basic skills support, outlines some factors that have influenced this development, and sets basic skills support into context within a rapidly changing further education sector. Chapter 2 looks at basic skills screening and explores some issues about when to screen and whether to use a generic screening or a course specific assessment. Chapter 3 examines following up screening with further assessment activities that will provide the information to produce a learning plan that is relevant to each student. Chapter 4 looks at the essential ingredients within a basic skills support system. Chapter 5 examines the use of workshops to deliver basic skills support for students on college courses. It highlights the issues that need to be considered when developing this style of provision. In chapter 6, the use of partnership teaching is discussed. This is where basic skills staff work with the vocational lecturer to develop the language, literacy, and numeracy skills of students in the context of the vocational course. Chapter 7 examines the need for support to extend beyond that given to individuals or groups of students in a workshop or class setting. A conclusion focuses on the roles of people working in all contexts within a college. Ways in which colleges can refine and progress their provision in key areas are also highlighted. Appendixes include a 27-item bibliography and index. (YLB)

ED 381 675   CE 068 798

Gerber, Paul J., Ed.; Reiff, Henry B., Ed.
Learning Disabilities in Adulthood: Persisting Problems and Evolving Issues.
PUB DATE- 94
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; Adult Literacy; Career Guidance; Clinical Diagnosis; *Educational Diagnosis; Employment; Higher

providing high quality vocational studies; providing high-level academic studies; creating interdisciplinary teams of teachers; providing ongoing guidance; giving extra help and time; engaging students as active learners; and keeping score to improve practice. These steps are discussed: adopting outcome goals; demonstrating the need for change, including looking at other schools and confronting barriers to change; enlisting parent support; providing staff development and support; accepting change one step at a time; developing an action plan; adopting a problem-solving strategy; rethinking all routines; and affirming district and state support. (YLB)

ED 381 694 CE 068 852

Creating an Effective Team Structure for Achieving "High Schools That Work" Goals. High Schools That Work Site Development Guide #2: School Site Teams.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- 94
NOTE- 17p.; For related documents, see CE 068 851-856.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Change Strategies; *Cooperation; Curriculum Development; *Educational Change; Educational Improvement; *Educational Quality; High Schools; Organizational Development; Program Evaluation; Program Implementation; Publicity; Staff Development; Success; *Teamwork; *Vocational Education
IDENTIFIERS- High Schools that Work

This guide is the second in a series of guidelines designed to be a framework for positive action at the school site and in the classroom through the High Schools That Work (HSTW) program, an effort to raise the achievement of career-bound students. It focuses on site-tested ways to organize new teams and rejuvenate existing teams. It recommends a team structure designed to help accomplish the goals of the HSTW program. The case for creating teams is followed by descriptions of team models designed for HSTW sites that consist of multiple schools working together or a single schools. Team organization guidelines set forth the membership, mission, and charges for the following single-school or multischool teams: overall site team, school implementation team, curriculum focus team, staff development focus team, guidance and public information focus team, and evaluation focus team. Suggestions are offered for the critical first 3 months during which the groundwork for successful teams is laid. A checklist for tracking team progress is provided. Keys to successful teams and a successful team leader are listed. A checklist for team players lists behaviors. A summary of problems and possible solutions concludes the guide. (YLB)

ED 381 695 CE 068 853

Needs Assessment Can Help Achieve the Vision of a High School That Works for Career-Bound Students. High Schools That Work Site Development Guide #3: Needs Assessment.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- 94

suicides and sudden deaths often influence student and staff morale, affect student achievement, and may even lead to "copy-cat" suicide attempts by other students. Even schools that have crisis plans that address student suicide and sudden death may not be fully prepared to respond in ways that address all relevant complications. The literature indicates that many school crisis plans do not address such concerns as how students are to be informed of the death, who should speak to the media, what sort of student and staff displays of grief are encouraged, what displays may over-glorify death and suicide, and how counseling and suicide awareness may be used as effective postvention. Schools that have developed and practiced a crisis plan that addresses such issues will be better prepared to deal effectively and efficiently with school crises. (RJM)

ED 381 713 CG 026 189

School Safety Action Report: Recommendations from Action Group for School Safety.
PUB DATE- Feb 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; *Crime Prevention; Educational Environment; Elementary Secondary Education; Government School Relationship; Parent School Relationship; Prevention; Reports; Safety; *School Safety; School Security; Student School Relationship; Violence
IDENTIFIERS- *Action Plans; South Carolina

This report outlines specific actions that can be taken to improve the climate of educational opportunity and to reduce criminal incidents on school grounds, school buses, and at school functions. The recommendations made here were formulated by a committee consisting of teachers, school officials, police officers, attorneys, local and state government officials, parents, and other concerned individuals. The suggestions, divided into seven sections, specify what schools, school districts, state agencies, communities, legislators, parents, and students can do to reduce school violence. Some of the proposals include: developing and implementing a comprehensive Safe School Plan to provide a safe environment for all students and the adults who serve them; establishing a District Safety Plan; supplying needed resources and training to local school districts; making available social and recreational organizations for youth; asking employers to grant 4 hours paid leave per year so that employees who are parents can become involved in their childrens' schools; making education a top priority; and becoming involved in school activities. (RJM)

ED 381 714 CG 026 190

Gardner, Stephen E., Ed.; And Others
Signs of Effectiveness II: Preventing Alcohol, Tobacco, and Other Drug Use: A Risk Factor/Resiliency-Based Approach.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.
PUB DATE- 94
NOTE- 128p.

ED 381 733   CG 026 226

Drexler, Nora L.
Drug and Alcohol Awareness for Grade Four.
PUB DATE- 94
NOTE- 42p.; For related teaching guides, see CG 026 222-230.
  Produced as part of the SPARKS (Smart People Act Responsibly to
  Keep Safe) educational program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alcohol Education; Children; Curriculum Guides;
  *Drug Education; *Grade 4; Health; Instructional Materials;
  Intermediate Grades; Intervention; Prevention; Resource
  Materials; Substance Abuse

This educational program on drugs and alcohol provides a "No-Use" message to students. The curriculum maintains that alcohol, tobacco, and illicit drugs are unhealthy and harmful, and that society's laws and values are to be respected. The lessons build students' resistance to influences that encourage drug abuse and they promote safe, healthy, and responsible attitudes while correcting mistaken beliefs and assumptions about drugs and alcohol. Lessons appear on 36 "Task Cards" which are intended to be used once a week during a traditional school year. The sequence and frequency with which these Task Cards are used, though, is at the instructor's discretion. Cards may be completed individually or in a group. Each card contains a benchmark (a one or two line goal for the lesson), a short message that the facilitator can present to the students, and an activity, all of which are age appropriate. If students work in groups, they are encouraged to create and display a team name, a pennant or banner with their team symbol, a license plate, a team motto or slogan, and a simulated 1-800 phone number. Cartoon characters with positive messages appear at the end of the publication and these can be awarded to students as incentives. (RJM)

ED 381 734   CG 026 227

Drexler, Nora L.
Drug and Alcohol Awareness for Grade Five.
PUB DATE- 94
NOTE- 42p.; For related teaching guides, see CG 026 222-230.
  Produced as part of the SPARKS (Smart People Act Responsibly to
  Keep Safe) educational program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alcohol Education; Children; Curriculum Guides;
  *Drug Education; *Grade 5; Health; Instructional Materials;
  Intermediate Grades; Intervention; Prevention; Resource
  Materials; Substance Abuse

This educational program on drugs and alcohol provides a "No-Use" message to students. The curriculum maintains that alcohol, tobacco, and illicit drugs are unhealthy and harmful, and that society's laws and values are to be respected. The lessons build students' resistance to influences that encourage drug abuse and they promote safe, healthy, and responsible attitudes while correcting mistaken beliefs and assumptions about drugs and alcohol. Lessons appear on 36 "Task Cards" which are intended to be used once a week during a traditional school positive comments and zero negative comments. Data also revealed that high school students need more than a 12-week study skills program to increase their academic achievement. (Contains 19 references. Appendixes present a teacher interview form and a study skills survey instrument.) (Author/RS)

ED 381 754 CS 012 110

Folsom, Kathy
Developing and Implementing a Plan Involving Parents To Improve the Reading Interests of Middle School Students.
PUB DATE- 94
NOTE- 74p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Intermediate Grades; Junior High Schools; Middle Schools; *Parent Participation; Program Development; Program Implementation; *Reading Attitudes; *Reading Improvement; *Reading Interests; Reading Programs; Rural Schools
IDENTIFIERS- Middle School Students; *Reading Motivation

A program was designed to improve the reading interests of students in a rural middle school. An analysis of the problem indicated that the students were not reading many library books. One of the probable causes for the lack of interest was related to the small amount of recreational reading done by students. A search of the literature revealed that involving parents in a reading program with their children was one of the best ways to improve reading achievement. Intervention included recruiting parents to enroll their children in a Reading Club. Parents who enrolled their children in the Reading Club agreed to read aloud to their children on a daily basis and to turn in simple reading logs to the teachers each month. As a reward for their parents' read aloud efforts, the children received a free book of their choice each month. The objectives were to improve the students' reading interests. Data used to evaluate the practicum intervention indicated that the reading interests improved. In addition, parents increased their involvement in the education of their children. (Contains 43 references and 10 tables of data. Appendixes present a reading log, enrollment form, and forms for teachers' notes and parents' participation.) (Author/RS)

ED 381 755 CS 012 111

Atkinson, S. Darlene
Improving Word Conceptualization of First Grade Low Achievers through the Use of Diverse Instructional Strategies.
PUB DATE- 95
NOTE- 64p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Learning; Cross Age Teaching; Grade 1; *Instructional Effectiveness; *Low Achievement; Primary Education; *Reading Attitudes; *Reading Improvement; Reading Skills; Self Esteem; *Student Motivation
IDENTIFIERS- *Reading Motivation; Word Knowledge

This practicum was designed to provide low-achieving first graders with the opportunity to improve their concept of what a word is and motivate children to become more enthusiastic about the reading process. Cooperative learning, cross-age tutoring, and skill-oriented instruction were utilized in the classroom the younger students believed they would improve, the older students lost interest in studies. Findings suggest that poor and good readers differ in the way they process text information and monitor their cognitive functions. (Contains over 200 references in addition to 19 tables and 5 figures of data. Appendixes present the interview questionnaire, examples of categorizations, the texts, and sample student responses.) (RS)

ED 381 774 CS 012 134

Turpie, Joy J.; Paratore, Jeanne R.
Using Repeated Reading To Promote Reading Success in a Heterogeneously Grouped First Grade.
PUB DATE- Nov 94
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Early Intervention; Grade 1; *Heterogeneous Grouping; *High Risk Students; *Instructional Effectiveness; Primary Education; *Reading Improvement; *Reading Instruction; Reading Research
IDENTIFIERS- Massachusetts (Boston); *Repeated Readings; Trade Books

A study investigated whether the practice of repeated reading enables first-grade children participating in a heterogeneous grouping model (which requires them to read difficult text) to acquire the fluency, accuracy, and understanding necessary to become independent readers. Subjects were four children from a public first-grade classroom in a predominantly white, middle-class suburb of Boston, Massachusetts. All children in the classroom were instructed using a combination of first-grade texts of a basal reading program and trade book literature. During the intervention phase, the teacher read the story aloud, the subjects read the story as a chorus with the whole class or in a small group, and the subjects read the story four more times with a partner over a period of several days. The intervention occurred for a minimum of 5 days. Assessment had two components: students read the selection aloud and retold the story in their own words. Results indicated that the four subjects experienced substantial improvement in accuracy, fluency, self-correction behaviors, understanding of grade-appropriate text, and ability to retell stories. Findings suggest that repeated readings enabled struggling readers to participate successfully in the first-grade curriculum, and the struggling readers succeeded in learning to read difficult text when the practice of repeated reading was combined with a full array of effective early reading strategies. (Contains 21 references and 4 figures of data. An appendix lists the reading materials used.) (RS)

ED 381 775 CS 214 777

Slaughter, Judith Pollard
To Wish upon a Star, a Stone, or a...Folktales from around the World and Shared Book Experiences: Multicultural Education for Young Children.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English

IDENTIFIERS- *Folktales; *Response to Literature

This paper is the last in a series of 14 detailing the procedures involved in setting up an interdisciplinary project that explores the similarities and dissimilarities in the response to literature in readers from different countries. It marks the end of the preparatory work for the "Folktale-project." The first section is an overview of the folktale project from its inception to the main data collection. The second section is a presentation of the basic assumptions that had to be set up as indisputable points, simply in order to carry out the study in the time allotted and with the resources available--over a decade. It reviews reasons behind the choice of literary material, the length of that material, the cultural imprint of that material, and the languages in which that material appeared. The third section briefly cites the procedures in the final data collection as well as the number of questionnaires completed. Contains an appendix of research material. (TB)

ED 381 795 CS 214 808

Junker, Howard, Ed.
Roots and Branches: Contemporary Essays by West Coast Writers.
PUB DATE- 91
NOTE- 298p.; Collected from "ZYZZYVA": A Quarterly of West Coast Writers and Artists.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Anthologies; *Cultural Context; *Essays; Intellectual Experience; *Personal Narratives; Poetry; *Regional Attitudes; Reminiscence; *Social Networks
IDENTIFIERS- Historical Background; *Points of View (Writing); *United States (West Coast)

Celebrating the vitality and diversity of West Coast writing, this book is a collection of 35 essays by writers based in California, Oregon, Washington, and Alaska. Loosely organized around the ideas that West Coast writers often look to their roots elsewhere and that they pursue new directions as varied as their roots, the collection presents a panoply of West Coast viewpoints, offering fresh perspectives on poetry, architecture, and the natural world. The authors in the collection range from distinguished academics, such as Leo Braudy, Dolores Hayden, and Bill Berkson, to well-known writers, such as David Harris and Lawrence Ferlinghetti, to an actor (Peter Coyote), a poet (Sam Hamill) who laments that poetry is not an occupation, a chef who offers a recipe, a doctoral candidate, a photographer, and a rural land manager. The essays in the collection are particularly concerned with (1) educating the reader about the present cultural life of the West Coast--in its fullest intellectual sense, and in both its urban and rural aspects--and (2) exploring the cultural antecedents of the contributors--i.e., reminiscences of immigrant ancestors and how it felt to grow up in two cultures: Chinese-American, Lebanese-American, Armenian-American, and Hispanic-American, among others. (NKA)

ED 381 796 CS 214 809

Kuzma, Faye I.
Two Voices Are Better Than One: A Dialogic Use of the Dialogue Journal.
PUB DATE- Mar 94
NOTE- 15p.; Paper presented at the Annual Meeting of the

22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Corporate Education; *Cultural Differences; *Cultural Pluralism; Diversity (Institutional); Industry; *Inplant Programs; *Organizational Climate; *Organizational Communication; Professional Training
IDENTIFIERS- Pacific Northwest

A study questioned 12 human resource personnel, corporation managers, and diversity trainers about their perceptions of diversity training needs in Pacific Northwest high tech organizations. The overarching research questions for the study were as follows: (1) What are the most frequently reported diversity training needs among human resource personnel and company managers currently working in Pacific Northwest high tech corporations? (2) What are the diversity training needs in high tech corporations reported by professional diversity trainers? All responses were analyzed using an analytical inductive approach. Emergent themes were identified and categorized. Results indicated that all participants expressed a need for common understanding of the concept "diversity" and "diversity training." Also, most participants felt a need to develop more extensive cultural diversity programs, though human resource personnel and managers expressed the need to obtain upper management support if diversity training was to become company policy. Finally, trainers voiced the belief that organizations look for more "quick-fix" approaches to diversity training rather than long term changes in organizational culture. These results are not necessarily generalizable. A study gathering data from a wider and more inclusive sample from other than Pacific Northwest high tech companies is in order. Also, findings from other studies comparing perceptions of other employees (e.g., top executives, line staff) could provide diversity trainers and high tech corporations with more complete information about employee needs and diversity trainer assessment of their clients' needs. (Contains 25 references and 4 tables of data.) (TB)

ED 381 816 CS 508 871

Meyer, John
Teaching through Teams in Communication Courses: Letting Structuration Happen.
PUB DATE- 22 Nov 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Communication (Thought Transfer); *Cooperation; Group Experience; Higher Education; Instructional Innovation; *Self Directed Groups; *Team Teaching; Teamwork
IDENTIFIERS- Structuration Theory

An approach to teaching particularly well-suited to communication courses seeks to involve students in the learning process more directly by incorporating team teaching in communication

presentations, teaching experiences, research projects, and ideas for effective teaching. The papers and their authors are, as follows: (1) "Culturally Influenced Communication Patterns: Overview, Implications and Applications" (Carol Rinnert); (2) "Giving Cultural Concepts Depth and Validity" (Barbara Fujiwara); (3) "The Problem of Japanology" (Hitoshi Mabuchi); (4) "'I Didn't Know I Knew That'!: Collaborative Invention for Learners and Written Communication" (Jack Kimball); (5) "Internationalisation--As If It Mattered" (John Dougill); (6) "Investigating the English Competence of Students Returned from Overseas" (Yuzo Kimura); (7) "The Communication Competence of the Japanese Observed by American Students Staying in Japan" (Masao Nakabayashi and Motoko Nagao); (8) "Conversational Analysis: Connectives in Simplified Speech" (Masatoshi Tabuki and Hiroshi Shimatani); (9) "Cross-Cultural Training in the Classroom" (Maidy Giber Kiji and Yasuharu Kiji); (10) "Role Expectations of Japanese EFL Students" (John Rockelman); (11) "How Can Learning Strategies Instruction Improve Oral Communication Skills of Japanese Students?" (Jill Robbins); (12) "Balancing Responsibility and Spontaneity in the Teaching of Language" (Joan Headrick Miller); (13) "New Attitudes among Japanese Learners of English" (Yoshiyuki Nakata); (14) "Rock and Roleplay" (John Dougill); (15) "Organizing a CAI Contest" (Kenji Kitao); (16) "Culture and Language through TV Commercials" (Michael Furmanovsky); (17) "Using Music to Enhance Listening and Speaking ESL Learning Activities" (Bret Spencer); (18) "Analyzing Students' Reading Miscues: A Case Study Using First Language Grammar and Cultural Background to Understand a Student's Miscues" (Kelly E. Quinn); (19) "Cultural Aspects of 'Oral Communication A' Textbooks" (Kiyotada Fujita); (20) "Accessible Pronunciation" (Mayumi Hamada and Lee Vogt); (21) "Communicative Competence: The Case of Functions" (S. Kathleen Kitao); (22) "Making the Most of Prescribed Texts" (Scott H. Rule); (23) "Innocents Abroad: Training Japanese for Travel" (Eugene Trabich); (24) "Self-Directed Learning: The Learning Process of the Future" (Johann Junge and Damien Andrews); and (25) "Teaching the English Newspaper Effectively" (Kenji Kitao). (NKA)

ED 381 834   CS 508 900

Rancer, Andrew S.; Kosberg, Roberta L.
Violence Prevention: A Communication-Based Curriculum.
PUB DATE- 21 Nov 94
NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Curriculum Development; Elementary Secondary Education; *Interpersonal Communication; Models; *Persuasive Discourse; *Prevention; *Skill Development; Student Attitudes; Student Behavior; Training Methods; *Violence
IDENTIFIERS- Communication Context; *Communication Strategies; *Conflict Management; Educational Issues

This paper first outlines the objectives of programs which focus on conflict management and violence prevention. The paper then describes the application of a model of aggressive communication as a potential component in conflict management women candidates throughout the duration of the search process; and pay commensurate salaries to male and female superintendents. Five figures are included. (LMI)

ED 381 856 EA 026 636

Block, James H.; And Others
School Improvement Programs: A Handbook for Educational Leaders.
PUB DATE- 95
NOTE- 508p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acceleration (Education); Cooperative Learning; Critical Thinking; Early Childhood Education; *Educational Improvement; Educational Quality; Effective Schools Research; Elementary Secondary Education; Instructional Improvement; Mastery Learning; Outcomes of Education; Professional Development; *Program Development; *Program Effectiveness; Teacher Evaluation; Writing Across the Curriculum

This book is intended to serve as a sourcebook that provides descriptions of some of the best and most popular school- and classroom-improvement programs in America. It offers a comprehensive framework for selecting and adapting these programs to address a local school's particular needs. It was also designed to help school leaders understand and use major research-based school-improvement programs. Part 1 contains one chapter--"School Improvement: A Program Perspective," by James H. Block--which shows administrators how school-improvement programs can serve as fundamental tools for school improvement and change. Part 2 describes some major school-improvement programs. Each chapter describes the program's innovation, how it works, how well it works, and where it is headed. The chapters include: (2) "Cooperative Learning" (David W. Johnson and Roger T. Johnson); (3) "Critical Thinking" (Robert J. Marzano); (4) "Interactive Learning and Hypermedia Technology" (Robert Bortnick); (5) "Mastery Learning" (Thomas R. Guskey); (6) "Assessment as a School Improvement 'Innovation'?" (Richard J. Stiggins); (7) "Direct Instruction to Accelerate Cognitive Growth" (Douglas Carnine, Bonnie Grossen, and Jerry Silbert); (8) "Instructional Alignment" (S. Alan Cohen); (9) "Mastery Teaching" (Madeline Hunter); (10) "Peer Coaching: Quality through Collaborative Work" (Pam Robbins); (11) "Teaching for Literacy" (Peter Winograd and Connie Bridge); (12) "Writing Across the Curriculum" (Carol Dixon and Harold Horn); (13) "Learning from Accelerated Schools" (Henry M. Levin); (14) "Early Childhood Education" (David P. Weikart); (15) "Effective Schools: The Evolving Research and Practices" (Lawrence W. Lezotte); (16) "Invitational Education" (William W. Purkey); (17) "Outcome-based Education: From Instructional Reform to Paradigm Restructuring" (William G. Spady); (18) "The Quality School" (William Glasser); and (19) "The School Development Program" (James P. Comer). The third part provides guidelines for selecting and integrating some of the programs. Chapters include: (20) "Selecting School Improvement Programs" (Susan Toft Everson); and (21) "Integrating School Improvement Programs" (Thomas R. Guskey). Twenty-four figures are included, as well as a subject and author index. (Contains 434 references.) (LMI)

It is recommended that universities provide training for proteges before they begin a mentoring partnership. Findings also suggest that mentoring may not fit the learning styles and needs of all individuals. In conclusion, proteges are partners in the mentoring process of learning, and they bring an important set of responsibilities to the relationship. (LMI)

ED 381 875 EA 026 661

School-Based Change: Successful School Reform Cultivates a School's Capacity To Shape Its Own Destiny.
PUB DATE- 94
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Participative Decision Making; *School Based Management; *School Restructuring; Teacher Attitudes; *Teacher Role

This booklet contains the stories of six teachers who discuss, step by step, how they each handled a specific restructuring challenge in their schools. They describe what strategies worked and what did not, and provide diagrams and checklists to help other teachers. Chapter 1 describes the implementation of a collaborative school-based decision-making project, the Effective Schools Project, at Centreville Elementary School in Fairfax County, Virginia. Chapter 2, "Matters of Time" (Margaret Almony) discusses how time-management techniques were utilized at Ahuimanu Elementary School in Kanehoe, Hawaii, to make time for a Mastery-in-Learning Project and teacher participation in a site-based-management council. Chapter 3, "Seasons of Change" (Laura P. Krich) describes the implementation of a Mastery-in-Learning Project at Diamond Middle School in Lexington, Massachusetts. Chapter 4, "Bringing a New Order to Things" (Jonathan C. Kieffer) describes how Jackson Road Elementary School (in the Montgomery County, Maryland, Public School System) restructured school time to provide for school-based research and faculty collaboration. The fifth chapter, "Pushing Learning beyond the Classroom Walls" (Jeanne Lokar) examines the development of an outcomes-based education (OBE) program at the Richard Mann Building of the Gananda Community School District, in Macedon, New York. The final chapter, "Rising from the Ashes" (Mike Marriam) discusses how failure to initiate a school change facilitated a growth process for Seneca Middle School in Seneca Falls, New York. A glossary and an appendix containing a diagram of systemic school restructuring are included. (LMI)

ED 381 876 EA 026 662

Shapiro, Joan Poliner; Stefkovich, Jacqueline A.
Towards the Preparation of Ethical Educational Administrators for Diverse Communities: Exploring "Self," Content and Pedagogy.
PUB DATE- Oct 94
NOTE- 28p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 28-30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

positive learning climate, provides teacher feedback, and promotes teacher participation in curriculum and evaluation. In each task, relationships and teacher involvement are key elements. In conclusion, the evolution of facilitative approaches has not eliminated the underlying functions of instructional leadership, but today's principals are being challenged to carry out those functions in ways that are less direct and more collaborative. (LMI)

ED 381 894 EA 026 686

Owen, Jill Mirman; And Others
Genuine Reward: Community Inquiry into Connecting Learning, Teaching, and Assessing.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Educational Assessment; *Educational Environment; *Educational Objectives; Elementary Secondary Education; Evaluation Criteria; *Learning Strategies; Program Development; *School Community Relationship; School Restructuring; Student Evaluation

Many schools and states have moved in recent years to more "authentic" ways of assessing student learning. However, most assessments are essentially summative, one-shot measurement of outcomes. This book is based on the work of Designing Schools for Enhanced Learning, a group of schools and educators that have worked with the Regional Laboratory for Educational Improvement of the Northeast and Islands to better integrate teaching, learning, and assessing. Its guidelines were developed within the context of the National Education Goals, with an emphasis on the community. This guidebook outlines a process for redesigning schools in which learning, teaching, and assessing are strongly interconnected. Its framework is based on the premise that knowledge about learners and learning drives good teaching and assessment. Chapter 1 depicts a process that can result in a learning-driven education for all students. It discusses the definition of community as it relates to schools and the role of a multiconstituent design team. Chapter 2 illustrates principles of learning and development and describes current work to redefine learning outcomes that are important to all students. The third chapter presents current thinking about assessments and issues to consider as assessment plays a broader role in learning. The fourth chapter describes principles for designing new learning environments, taking into account the issues that challenge all school-community members. Appendices provide information on group activities, evaluation techniques, and innovative assessment plans. Fifteen figures are included. (Contains 154 references.) (LMI)

ED 381 895 EA 026 687

Aronson, Julie Z.
Stop the Clock: Ending the Tyranny of Time in Education. Policy Perspectives on Time and Learning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 95

photographs), and accessories. Opinions of users are summarized. The machine production process is also described from original conceptualization through determination of specifications, bid solicitation, building and testing of prototype and samples, ongoing manufacture of the product, and troubleshooting. Discussed in some detail is the contracting process for the manufacture of the machines and the inventory and maintenance processes implemented through machine-lending agencies around the country. One section looks at international cooperation in the exploration and standardization of future talking-book technology. Noted are current research efforts of the National Library Service which focus on the development of digital original mastering. Assumptions and requirements of a possible new talking-book system are listed. Some sections provide references. (DB)

ED 381 914 EC 303 860

Ensign, Arselia, Ed.
Better Than Toys: Real Life Skill Development.
SPONS. AGENCY- Department of Education, Washington, DC.; Michigan State Board of Education, Lansing.
PUB DATE- Feb 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; Basic Skills; Check Lists; Cognitive Development; *Daily Living Skills; *Disabilities; Early Childhood Education; *Experiential Learning; Motor Development; Psychomotor Skills; *Skill Development; *Student Educational Objectives

In educating children with disabilities, training for independence should begin early, and the "technology" may be very simple. This paper lists activities designed to increase gross, fine motor, cognitive, and eye-hand coordination skills needed for independent living. It encourages caregivers to engage young children in active learning experiences that help children begin to master their environment, by having them acquire life skills such as those preliminary to cooking, cleaning, and table setting. Eighteen learning activities are suggested. For example, have the child move from matching pictures or shapes to matching socks or putting silverware away, and have the child move from playing with push-button toys to operating radios, computers, or television remote controls. The paper also provides a checklist for writing Individualized Education Program/Individualized Family Service Plan goals and objectives for infants and young children, focusing on functionality, generality, instructional context, measurability, and hierarchical relation between long-range goal and short-term objective. (JDD)

ED 381 915 EC 303 861

Kallas, Anmarie, Ed.
Innovation and Development in Special Education: Directory of Current Projects. 1995 Edition.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

school improvement plans, consolidated staffing plans, and schoolwide Title I programs. Specific challenges to program consolidation are identified, including multifunded students, bilingual teacher shortages, Title I program audits, and nonsupplanting requirements. Finally, the human factor in change is addressed, noting the roles of program leadership, lack of knowledge, advocacy for students and programs, teacher attitudes and qualifications, and the "power" of special education. Findings suggest that there is a clear trend to foster greater collaboration at the school building level, with the focus on inclusion of students with disabilities having a significant influence. Additionally, changing demographics and increasing fiscal concerns are creating pressures on local school districts to use resources more efficiently and find more flexible ways to educate increasingly diverse student populations. A list of interviewees and interview questions is appended. (DB)

ED 381 934 EC 303 880

Parrish, Thomas B.
Criteria for Effective Special Education Funding Formulas. Policy Abstract.
PUB DATE- Feb 95
NOTE- 8p.; This brief is abstracted from "Removing Incentives for Restrictive Placements. Fiscal Issues in Special Education. CSEF Policy Paper No. 4," see ED 377 608.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Disability Identification; *Educational Finance; Educational Principles; Elementary Secondary Education; Finance Reform; *Financial Policy; Resource Allocation; *Special Education; *State Aid; State Standards; Student Placement
IDENTIFIERS- *Funding Formulas

This paper offers criteria for states attempting to develop more effective special education funding formulas. It notes that balancing criteria to meet program objectives is difficult, with a major focus on one criterion often coming at the expense of other criteria. An effective formula should be: understandable, equitable, adequate, predictable, flexible, neutral as regards specific disability identification, reasonable in reporting requirements, fiscally accountable, cost-based, neutral regarding type of educational placement, lead to stabilized costs, accountable for outcomes, connectable to general education funding, and acceptable politically. State fiscal policies that foster least restrictive placement are identified, including: (1) removal of fiscal incentives favoring segregated and separate placements; (2) decisions by states addressing the extent to which they encourage private special education placements; (3) funding systems which allow dollars to follow students as they move to less restrictive placements; (4) support by states of direct training for program interventions which stress integrated service systems; and (5) funding and encouragement by states of intervention systems for all students. The paper points out that the specific provisions underlying educational financing mechanisms may be as important in affecting program provision as the amounts allocated. (DB)

Hollingworth, W. Roedell, P. Janos, S. Dauber and C. Benbow, G. Betts and M. Neihart, and Tomlinson-Keasey and Little. The research specifically addresses personality traits, social cognition, social standing, characteristics of the extremely gifted, profiles of gifted/talented children, attachment among early college entrants, sex differences, family harmony, and predictor and outcome variables. Strengths and weaknesses of recent studies are explored, revealing such problems as subject preselection, low percent of variance accounted for by predictor variables, and cohort effects. (Contains 19 references.) (JDD)

ED 381 954 EC 303 901

Ysseldyke, James E.; And Others
Possible Sources of Data for Early Childhood (Age 3) Indicators.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 94
NOTE- 43p.; For a companion booklet, see ED 361 926.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; *Data Collection; *Disabilities; Evaluation Criteria; Family Involvement; *Information Sources; Literacy; *Measurement Techniques; Models; Participation; Personal Autonomy; Physical Health; *Preschool Education; Responsibility; Satisfaction; Social Adjustment; *Student Educational Objectives

This booklet is designed to be used in developing a system of indicators of educational outcomes for 3-year-old children, including those with disabilities. The document summarizes a conceptual model of educational outcomes, lists specific outcomes for the early childhood level, and matches indicators with each of the outcomes. It then focuses on identifying information sources for each of the 62 indicators listed in the conceptual model. The model addresses eight outcome domains: presence and participation, family involvement/accommodation and adaptation, physical health, responsibility and independence, contribution and citizenship, academic and functional literacy, personal and social adjustment, and satisfaction. Sample information sources suggested for use in measuring the outcomes include: parent surveys or interviews, local or state poverty rate statistics, surveys of private and community day care programs, local education agency records, and teacher observations. Appendices list instruments for assessing each domain and sources of the instruments. (Contains 12 references.) (JDD)

ED 381 955 EC 303 902

Nagurka, Thomas F.
COILS: The Co-Taught Integrated Learning System Program.
PUB DATE- Feb 95
NOTE- 28p.; Paper presented at the National Conference of the American Association of School Administrators (New Orleans, LA, February 10-13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Autism; *Behavior Modification; Children; *Costs; Family Problems; *Father Attitudes; Financial Support; Insurance; *Mother Attitudes; Stress Variables; *Therapy; Young Children
IDENTIFIERS- *Lovaas (O Ivar)

This study examined expenses associated with providing the Lovaas behavioral therapy for children with autism as well as the amount and type of stress parents perceive in raising an autistic child. Parents (12 mothers and 10 fathers) of autistic children (mean age 56 months) completed a self-report questionnaire. Expenses associated with the therapy included the initial consultation, a 3-day training workshop for parents, rearrangement of the home environment to foster therapy, hiring of therapists (mean number 5 per family for a mean number of 29.5 hours per week), and follow-up consultations. Parents estimated the average monthly cost of providing therapy for their autistic child to be $1,237. Responses concerning family adjustment and stress indicated many families have a highly structured routine for their autistic child, both mothers and fathers perceived high levels of stress, most parents reported spending 0-3 hours together per week, the autistic child frequently had additional health problems, and financial assistance defrayed only a small percentage of treatment expenses. Discussion focuses on recommendations for additional government funding and insurance coverage for families of autistic children. (DB)

ED 381 976 EC 303 924

Martelle, Yvonne; Smith, Douglas K.
Relationship of the WIAT and WJ-R Tests of Achievement in a Sample of Students Referred for Learning Disabilities.
PUB DATE- Mar 94
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Seattle, WA, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Correlation; Elementary Secondary Education; *Learning Disabilities; *Psychometrics; Student Evaluation; Test Validity
IDENTIFIERS- *Wechsler Individual Achievement Test; *Woodcock Johnson Psycho Educational Battery

This study examined the performance of 48 students (mean age 10 years, 6 months) referred for evaluation of learning disabilities with the Wechsler Individual Achievement Test (WIAT) and the Woodcock-Johnson Psychoeducational Battery-Revised Tests of Achievement (WJ-R). The student sample consisted of 33 males and 15 females, all attended schools in a midwest, rural school system. The WIAT and WJ-R were administered in counterbalanced order. Mean scores on the WIAT composites ranged from 80.32 (writing composite) to 99.24 (language composite) and on the WJ-R clusters from 83.64 (basic writing skills) to 96.93 (mathematics reasoning). Pearson product moment correlations were significant for the WIAT reading construct (with the WJ-R scores of broad reading, basic reading skills, and reading comprehension) and for the WIAT mathematics composite (with the WJ-R scores of broad mathematics and mathematics reasoning). WIAT scores were significantly lower than WJ-R scores. Implications of specific differences in subtests between the two test batteries for use

Music, Language, and Life" (Judith Diamond and Elizabeth Minicz); and "Review of 'A Chorus of Cultures'" (Susan Rupp). (NAV)

ED 381 996 FL 022 418

Schauber, Holli
Assessing the Literacy Knowledge of Bilingual Learners.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingualism; Educational Trends; *English (Second Language); *Language Tests; *Literacy; *Reading Tests; Recordkeeping; Second Language Learning; Student Records; *Testing; Transfer of Training; Trend Analysis

Approaches to the assessment of literacy skills in bilingual learners, particularly learners of English as a Second Language, are discussed. Literature is reviewed and an assessment technique that attempts to identify both strengths and needs of bilingual learners is outlined. It is argued that current assessment of bilingual readers is based largely on understanding of the reading strategies of monolingual learners, and does not address variation in text processing across languages. It is further proposed that literacy assessment of bilingual readers could be made more effective if three factors received more attention: (1) language of assessment, i.e., first and/or second language; (2) cultural content of assessment materials; and (3) assessment strategies. Three assessment strategies are described: reciprocal questioning; communicative modeling and thinking-aloud; and elaborative response and inquiry. Following this discussion, a guide for assessing the literacy knowledge of bilingual learners, both individually and in the classroom situation, is presented. Specific procedures for use of the three assessment strategies, and specific evaluation criteria, are offered. In addition, a technique for recording student reading behaviors is suggested. (MSE)

ED 381 997 FL 022 646

Gelinas, Rene
De la lecture a l'ecriture, ou la reussite en francais ecrit des eleves de cinquieme secondaire et leurs habitudes de lecture (From Reading to Writing, or The Success in Written French of Fifth-Year Secondary School Students and Their Reading Habits).
PUB DATE- 93
NOTE- 144p.
LANGUAGE- French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; Foreign Countries; *French; *Grammar; *Learning Strategies; Questionnaires; Reading Attitudes; *Reading Habits; Recreational Activities; Secondary Education; Secondary School Students; Spelling; Student Attitudes; Student Educational Objectives; Success; *Vocabulary Development; *Writing Skills
IDENTIFIERS- Canada

A study investigated the relationship between reading habits and (kindergarten); apples (kindergarten/grade 1); wind and the pinwheel (grade 1); dissolving in water (grades 1/2); eggs (grade 2); crayfish (grades 2/3); properties of salt water (grade 3); and electricity (grades 4/5 and 5). (MSE)

ED 382 018 FL 022 919

Sidwell, Duncan
A Toolkit for Talking: Strategies for Independent Communication. Netword 1: Teaching Languages to Adults.
PUB DATE- 93
NOTE- 76p.; Cartoons by Joanne Bond.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Class Activities; *Classroom Communication; Classroom Techniques; *Communicative Competence (Languages); Foreign Countries; *Grading; *Instructional Design; Instructional Materials; Second Language Instruction; *Second Languages; Student Evaluation

This guide provides practical suggestions for creating communicative activities to teach a second language. The first chapter defines communicative language instruction and provides examples of communicative and non-communicative behaviors on the part of student and teacher. The second chapter suggests teacher behaviors and techniques that encourage communication in the classroom, including clearly-defined goals and tasks, use of repetition, use of the foreign language, emphasis on accuracy and error correction, and organization of talk. Chapter 3 offers examples of classroom presentation techniques that reflect the communicative approach, and chapter 4 outlines specific techniques for creating communicative activities. The subsequent chapter discusses ways in which teachers can take advantage of students' information gap by developing activities in which students exchange, assemble, or check information. Chapter 6 presents techniques for grading through use of visual materials, texts, and cue cards. Chapters 7 and 8 outline basic principles of student language assessment and good classroom practice. Each chapter contains one or more tasks for the teacher to undertake to practice or extend the techniques discussed. Contains four citations for further reading.

ED 382 019 FL 022 920

Langran, John; Purcell, Sue
Language Games and Activities. Netword 2: Teaching Languages to Adults.
PUB DATE- 94
NOTE- 71p.; Cartoons by Joanne Bond.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Class Activities; Classroom Environment; Classroom Techniques; Cooperation; Foreign Countries; *Games; Recordkeeping; *Resistance (Psychology); Second Language Instruction; *Second Language Learning; Student Attitudes

This guide discusses the use of games in the second language classroom and describes a number of games language teachers can use. An introductory chapter outlines different types of games and explains the use of the book. Chapter 1 offers a rationale for classroom use of games for second language learning.

Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Geminates; *Pulaar

Gemination in Pulaar, a dialect of Fula, does not always follow typically known gemination processes and previous attempts to analyze Pulaar gemination processes have been unsatisfactory. The proposed analyses fail to account for numerous exceptions and do not provide a comprehensive analysis of all gemination processes in Pulaar. In this paper, the shortcomings of previous analyses are shown, and a satisfactory and comprehensive account of gemination processes in Pulaar is provided. Contains 17 references. (Author/JL)

ED 382 040 FL 023 043

Niang, Mamadou
Syllable "Sonority" Hierarchy and Pulaar Stress: A Metrical Approach.
PUB DATE- 95
NOTE- 17p.; For complete volume, see FL 023 039.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Dialects; *Fulani; *Language Research; Nouns; *Phonology; *Stress (Phonology); Structural Analysis (Linguistics); Syllables; Uncommonly Taught Languages; Verbs
IDENTIFIERS- *Pulaar

This paper argues that further distinctions of syllable weight are necessary to account for certain phonological processes. It is shown that Pulaar, a dialect of Fula, makes a four-way weight distinction. In addition, the analysis shows that previous analyses of Pulaar metrical structure are inadequate. The paper provides a comprehensive analysis of Pulaar metrical structure in single nominal and verbal complexes and others with derivational suffixes. The proposed analysis accounts neatly for all types of stress alignment patterns that obtain in Pulaar without recourse to additional rules. (Author/JL)

ED 382 041 FL 023 044

Khym, Hangyoo
On the Condition of Adjunction in Barriers.
PUB DATE- 95
NOTE- 16p.; For complete volume, see FL 023 039.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Linguistic Theory; *Phrase Structure; *Sentence Structure; Structural Analysis (Linguistics)
IDENTIFIERS- *Adjunction; *Chomsky (Noam); Universal Grammar

This paper reconsiders Chomsky's Adjunction Condition and suggests some modification of the theory of barriers to solve problems arising mainly from the improper definition of the blocking category and the barrier. It is argued that in S-structure, there is no adjunction in movement except extraposition and topicalization. First, it is suggested that the adjunction conjunction is too powerful in that it allows many ungrammatical sentences. To solve the problems, the assumption was made that there is no adjunction at S-structure except extraposition and topicalization. Next, only inherited barriers were assumed, which is to consider IP, traditionally a defective category, as a normal lexical category. In fact, under the modified barrier theory, subjacency condition can be

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Education; *Educational Change; *Educational History; *Educational Policy; *Experiential Learning; Government Role; Higher Education; Legal Education (Professions); Medical Education; Professional Associations; *Professional Education; Role of Education; Social Work
IDENTIFIERS- Professional Concerns; Professional Role

This volume consists of discussion, analysis, and recommendations for the improvement of the service professions, namely medicine, law, social work, and management. It addresses the role of higher education, government, and professional organizations in the organization and conduct of professional education. Part 1 provides a frame of reference for analysis of professional education, with chapters on the characteristics of professional education, natural experiential learning, the nature and development of the service professions, the development of professional education, and other issues affecting professional education. Part 2 consists of four independent sections, each focusing on one of the four professions, with chapters on the history of education in the field and recommendations for improvement. Part 3 is an overview of professional education, based in large part on a synthesis of the four sections in Part 2. Commonalities and differences are identified and their importance discussed. (Contains approximately 450 references.) (MDM)

ED 382 062   HE 028 249

Prichard, Keith W., Ed.; Sawyer, R. McLaran, Ed.
Handbook of College Teaching. Theory and Applications. The Greenwood Educators' Reference Collection.
PUB DATE- 94
NOTE- 471p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Biology; Chemistry; *Classroom Techniques; Class Size; *College Instruction; Disabilities; *Educational Theories; English Instruction; Ethnic Studies; French; Higher Education; High Risk Students; History Instruction; Mathematics Instruction; Physics; Psychology; Science Instruction; Student Behavior; Student Evaluation; *Teacher Role; Teaching Methods; Test Construction; Textbook Selection; *Undergraduate Study; Womens Studies
IDENTIFIERS- Faculty Attitudes

This collection of 34 essays focuses on the practical application of theory within the domain of college classroom teaching, dealing primarily with undergraduate teaching at two- and four-year institutions. Part 1 examines the psychological foundations of teaching and learning, with chapters on cognition, student motivation, student and faculty epistemology, and student personality factors. Part 2 considers methods of college instruction, with chapters on lecturing, discussion, workshops, team teaching, team learning, laboratories, case-study, tutorials and independent study, field trips, and television teaching. Part 3 examines teaching in specific academic areas, with chapters on biology, chemistry, English, ethnic studies, French, history, mathematics, physics, psychology, and women's studies. Part 4 concentrates on special problems that confront undergraduate faculty, with chapters on such issues as teaching large

NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Rank (Professional); *College Administration; *College Faculty; Demography; Educational Attainment; Educational Policy; Educational Trends; Employment Patterns; *Equal Education; *Equal Opportunities (Jobs); *Females; Higher Education; Racial Differences; Sex Differences; Sex Discrimination; Women Administrators; *Women Faculty; Womens Education

This report analyzes the economic and demographic trends for women over the last decade in terms of their educational attainment, participation in the labor force, and position in academia as students, faculty, and administrators. It found that the number of women who have completed 4 or more years of college has doubled over the last two decades, and that younger women (25 to 34 years old) were just as likely as men to have attained 4 or more years of college. However, women with the same level of education have failed to gain income equality. It also found that although women have a greater presence on college and university faculties, they are concentrated in the lower ranks, they appear less likely to hold tenure, and their salaries lag behind those of their male counterparts. Minority women did not increase their representation on faculties in the 1980s, and at each level of educational administration women of color lagged behind their white counterparts. These trends indicate that women still have a long way to go to be on an equal footing with their male counterparts. (MDM)

ED 382 084 HE 028 271

Henderson, Cathy
A Contemporary Profile of Baccalaureate Colleges.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bachelors Degrees; College Administration; Educational Finance; *Educational Trends; Enrollment; Higher Education; *Profiles; Scholarships; *Small Colleges; Student Financial Aid; Trend Analysis; Undergraduate Study

This report profiles baccalaureate colleges, examining the elements that combine to create their special educational environment. Based on data from the Integrated Postsecondary Education Data System (IPEDS) surveys conducted by the U.S. Department of Education and the "Campus Trends" reports published by the American Council on Education, it found that typical baccalaureate colleges continue to exemplify the long-held popular image of a college, namely a small, 4-year residential institution. Between 1980 and 1990, one in six institutions of higher education in the United States was a baccalaureate college. Most students enrolled are full-time, nearly one in six are students of color, and almost two-thirds of full-time undergraduates receive some form of student financial aid. The dependence of baccalaureate colleges on tuition and fees as a primary source of revenue has increased, from 46 percent of revenues in 1980-81 to 52 percent in 1990-91. The proportion of education and general expenditures being spent on scholarships and fellowships is also increasing, from 12 percent in 1980-81 to 20 percent in 1990-91. (MDM)

ED 382 085 HE 028 272

Instruction; Cultural Pluralism; Distance Education; Educational Philosophy; Educational Planning; *Educational Practices; *Educational Research; Ethics; Extension Education; Foreign Countries; Graduate Study; Homosexuality; Labor Education; Literacy Education; Management Development; Multicultural Education; Organizational Development; Outcomes of Education; Participation; Professional Continuing Education; *Research Methodology; Teacher Education; Theory Practice Relationship; Womens Education

IDENTIFIERS- Africa (West); African Americans; Radicalism; Workplace Literacy

The following are among the 71 papers included: "Impacts of Transformative Leadership Education in a Professional Development Context" (Adrian et al.); "Toward a Sociology of Participation in Adult Education Programs" (Babchuk, Courtney); "Race, Gender, and the Politics of Professionalization" (Bailey, Tisdell, Cervero); "Conceptions of Instruction in the Workplace" (Beno); "Appalachian Women Learning in Community" (Bingman); "Topography of Adult Education Theory and Research" (Boshier); "Conceptualising Learning from Experience" (Boud); "Effects of Continuing Professional Education on the Upward Career Mobility of Health Services Administrators" (Brown, Easton); "Radical Worker Education for Academics?" (Butterwick, Dawson, Kastner); "Ethic of Care in the Legal Profession: Not for Women Only" (Carr); "Re-enchanting Research" (Carriere); "Integrating Agency and Structure in Program Planning Theory" (Cervero, Wilson); "Evolving the Method: Grounded Theory in the Context of Post-hoc Analysis"; (Courtney, Babchuk, Jha); "Reproduction and Resistance in a University Graduate Program of Adult Education" (Cunningham, Smith); "Popular Social Movements as Educative Forces" (Dykstra, Law); "Making Literacy Functional in Rural West Africa" (Easton, Ilboudo, Mukweso); "Adult Education and the Cross-Cultural Transfer of Innovation" (Easton, Sidikou); "Postmodern Doors into a Modern Community College" (Falk); "Organizational Learning, the Learning Organization, and Adult Education" (Finger, Woolis); "Critical Rationality from a Cross-Cultural Perspective" (Hemphill); "Heterosexist Discourse in Adult Education" (Hill); "African Americans and Adult Literacy Education: Towards a More Inclusive Model of Participation" (James) "Revitalizing Havighurst's Social Role Research" (James, Abney); "'Students at Risk'" (Jha, Dirkx); "Teaching Behaviour as a Function of Faculty's Teaching Philosophy" (Kreber); "Adult Learning in the Aftermath of Job Loss" (Laswell); "Toward Recovering and Reconstructing Andragogy" (Little); "Self-Assessment" (Marienau); "Ethnicity-Related Adult Education Cultural Diversity Programs" (Martin); "Toward a Substantive Theory of Control of Learning within Grassroots Initiatives" (McKnight); "From Workers to Trade Unionists" (Schied); "Parents, Learning, and Project Head Start" (Sissel); "Whom Should We Fund?" (Umble); and "Participatory Evaluation as an Instrument of Popular Education" (Zacharakis-Jutz). (MN)

ED 381 617 CE 068 647

Maher, Thomas G.
The B.A.R. Demonstration Project: A Comparative Evaluation Trial of Computer-Based, Multimedia Simulation Testing and "Hands-on," Actual Equipment Testing.
SPONS. AGENCY- California State Dept. of Consumer Affairs, Sacramento.
PUB DATE- 15 Apr 93
NOTE- 72p.
LANGUAGE- English

student groups set the context for their responses: participants' definitions of success, reasons students attend technical college, and the image of technical school students. The four topical themes from the student groups were as follows: technical college structure and service issues, personal barriers and aids to success in a technical college, school-to-work transition issues, and the effect of the merger of Minnesota's postsecondary education systems, scheduled for July 1995. Major themes from the faculty and staff work group discussion were as follows: differences in students and their needs according to location of school, technical college structure and service issues, personal barriers and aids to success in technical college, concerns of mature students, student expectations of self and school, and school-to-work transition issues. (Results of a participant evaluation of the town meeting are included. Facilitator questions and prompts are appended.) (YLB)

ED 381 636 CE 068 728

Christenson, Leo; Davis, Joan
Trends in the Distribution of State and Federal Funds for Vocational Education in Minnesota: Fiscal Years 1986 to 1992.
PUB DATE- Mar 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Educational Needs; *Federal Aid; Federal Legislation; *Governance; Postsecondary Education; Secondary Education; *State Aid; State Legislation; *State Programs; Student Educational Objectives; Technical Institutes; *Vocational Education
IDENTIFIERS- *Minnesota

This report presents an analysis to determine whether the availability of vocational-technical education in Minnesota meets the intent of the Perkins Act and the needs of Minnesotans. Chapter 1 analyzes both federal and state funding for postsecondary vocational-technical education for fiscal years 1986-92. It describes both Perkins Acts, the governance of the technical college system, and funding and enrollment trends for postsecondary vocational education. Chapter 2 analyzes both the federal and state funding for secondary vocational technical education. Data for fiscal years 1990-92 are combined with data collected and reported previously for fiscal years 1986-89. This chapter discusses governance, appropriations, and enrollment for secondary vocational education. Chapter 3 contains information on the availability of continuous and extension vocational education programs in Minnesota's technical colleges, high schools, and secondary cooperative centers. Chapter 4 lists the conclusions developed by the State Council on Vocational Technical Education on both postsecondary and secondary vocational education after review of the data presented. An epilogue raises some observations and issues that suggest areas for further study and deliberation. Contains 20 references. (YLB)

ED 381 637 CE 068 729

Parcel, Toby L.
Benefits, Unions and Work-Family Time Conflict. Working Paper Series WP-012.
PUB DATE- Oct 94
NOTE- 31p.

Port of Baltimore. It is intended to help employees of port businesses develop basic math skills. The following topics are covered in the individual modules: fractions and decimals, ratio and proportion, percent, powers and area, the Pythagorean theorem, the metric system, and metric conversions. The final module is a postassessment. Each module contains objectives, procedures, student handouts, and learning activities/grammar exercises. Answers to all problems/exercises are included. (MN)

ED 381 656 CE 068 760

Janiszewski, Kathryn
Spelling and Vocabulary Improvement. The Port of Baltimore Workplace Skills Development Project.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 66p.; For related documents, see CE 068 754-763.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Functional Literacy; *Literacy Education; Pretests Posttests; *Reading Skills; *Skill Development; *Spelling; *Vocabulary Development
IDENTIFIERS- Homophones; *Marine Occupations; Maryland (Baltimore); *Workplace Literacy

This set of learning modules was developed during a project to deliver workplace literacy instruction to individuals employed in the more than 50 businesses related to the activities of the Port of Baltimore. It is intended to help employees of port businesses improve their spelling and vocabulary. The first module is a preassessment designed to determine students' spelling proficiency and existing level of vocabulary development. Prefixes and suffixes are discussed in the second module. More advanced spelling rules are presented in the third and fourth modules. The fifth and sixth modules contain information and exercises about homophones and apostrophes. The seventh module is a postassessment. Each module contains objectives, procedures, student handouts, and learning activities/grammar exercises. Answers to all exercises are included. (MN)

ED 381 657 CE 068 761

Blumner, Ellen
Team Building and Problem Solving. The Port of Baltimore Workplace Skills Development Project.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 56p.; For related documents, see CE 068 754-763.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Decision Making; Functional Literacy; *Group Dynamics; *Interpersonal Competence; *Literacy Education; Meetings; Personality Measures; Personality Traits; Pretests Posttests; *Problem Solving; Skill Development; *Teamwork
IDENTIFIERS- *Marine Occupations; Maryland (Baltimore); Myers Briggs Type Indicator; *Workplace Literacy

This set of learning modules was developed during a project to

Education; *Learning Disabilities; Literacy Education; Postsecondary Education; *Psychological Needs; Two Year Colleges; Vocational Education; *Vocational Rehabilitation

This book provides a multifaceted view of learning disabilities in adulthood through the efforts of many contributors who offer a diversity of perceptions and expertise. The focus spans from young to late adulthood and reflects state-of-the-art knowledge and the best practices of the field. The topic areas are clustered into psychological, educational, and vocational sections, with an introductory section of several chapters that establishes an overall foundation for these discussions. Adults with learning disabilities share their personal insights and experiences in a chapter at the end of each topic cluster. Part I, an overview, contains the following: "Perspectives on Adults with Learning Disabilities" (Gerber, Reiff); "Learning Disabilities: Perspectives on Adult Development" (Bassett, Polloway, Patton); "Developing Issues for the Learning Disabled Community under Employment Discrimination Laws" (Grossman); and "Personal Perspective--Problems and Promises" (Brown). Part II has four chapters: "Clinical Diagnostic and Functional Assessment of Adults with Learning Disabilities" (McCue); "Social/Emotional and Daily Living Issues for Adults with Learning Disabilities" (Reiff, Gerber); "Counseling and Psychotherapy for Adults with Learning Disabilities" (Barton, Fuhrmann); and "Personal Perspectives on Learning Differences" (Druck). Part III consists of seven chapters: "Transition of Youth with Learning Disabilities to Adulthood" (Defur, Reiff); "Post-secondary Education and Vocational Training" (Minskoff); "Adult Literacy and Learning Disabilities" (Anderson); "Services for Students with Learning Disabilities in the Community Colleges" (Mellard); "College and University Programming" (Shaw, McGuire, Brinckerhoff); "Assistive Technology for Adults with Learning Disabilities" (Raskind); and "Personal Perspectives on Adult Educational Issues" (Wiig). Part IV has five chapters: "Serving Individuals with Specific Learning Disabilities in the Vocational Rehabilitation System" (Dowdy, Smith); "Supported Employment" (Inge, Tilson); "Employing People with Learning Disabilities" (Brown, Gerber); "Employment Success for Adults with Learning Disabilities" (Ginsberg, Gerber, Reiff); and "Personal Perspective on Vocational Issues" (Corcoran). An index is provided. (YLB)

ED 381 676 CE 068 799

Bertrand, Olivier
Central and Eastern Europe: Vocational Education and Training in Transition.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Economic Change; Economic Development; *Educational Change; *Educational Development; Educational Research; Education Work Relationship; Foreign Countries; *Job Training; Labor Force Development; Models; Postsecondary Education; Program Development; School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- Estonia; Hungary; Lithuania; Poland

Analysis of recent developments in vocational education and training in the countries of Central and Eastern Europe brings out certain common problems. On the economic level, Hungary, Poland, Estonia, and Lithuania are undergoing a profound crisis. Consequences for training have included the closing of

NOTE- 17p.; For related documents, see CE 068 851-856.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Change Strategies; Data Analysis; Data Collection; *Educational Change; Educational Improvement; *Educational Quality; High Schools; *Needs Assessment; Program Evaluation; Publicity; Success; *Vocational Education
IDENTIFIERS- High Schools that Work

This guide is the third in a series of guidelines designed to be a framework for positive action at the school site and in the classroom through the High Schools That Work program, an effort to raise the achievement of career-bound students. Its purpose is to help high schools determine where they are in relation to the goals and key practices of the program. It begins by discussing the rationale for a needs assessment and cites advantages of compiling data in the early stages of program participation. The main body of the guide is devoted to discussion of the five basic questions on which data are collected and organized during the needs assessment: who the career-bound students are and how they are doing, what they are taught, what is expected of them, how they are taught, and how the school is organized to serve them. Other sections address compiling and using data from the questions, using data sources to do a needs assessment, and progressing from needs assessment to action. A table illustrates how to record the problems, causes, and strategies. (YLB)

ED 381 696 CE 068 854

Achieving the Goals and Key Practices of the "High Schools That Work" Program through Staff Development. High Schools That Work Site Development Guide #4: Staff Development.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- 94
NOTE- 21p.; For related documents, see CE 068 851-856.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Demonstration Programs; High Schools; High School Students; *Inservice Teacher Education; Models; *Noncollege Bound Students; Program Development; Program Evaluation; Program Implementation; Regional Programs; School Restructuring; *Teacher Role; Vocational Education
IDENTIFIERS- *High Schools that Work

This guide is the fourth in a series of guidelines designed to be a framework for positive action at the school site and in the classroom through the High Schools That Work (HSTW) program, an effort to raise the achievement of career-bound students. It details the process of accomplishing the HSTW's goals through an ongoing staff development program. Discussed first are the HSTW's goals of transforming schools into learning organizations for all students and making teachers key players at HSTW sites. The goals and key practices of the HSTW program are listed, and 10 principles of effective staff development at sites are discussed. The following phases/key activities of an

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; Children; Delinquency; *Drug Use; Early Intervention; Elementary Secondary Education; Family Environment; Models; Peer Influence; *Prevention; Program Descriptions; Program Effectiveness; Risk; Smoking; Substance Abuse; Tobacco; *Youth Problems
IDENTIFIERS- Drugs; Resilience (Personality)

In 1993, "Signs of Effectiveness in Preventing Alcohol and Other Drug Problems" appeared. It addressed alcohol and other drug use as a health problem influenced by risk factors in five life spheres or domains: individual, family, school, peer group, and community. Like its predecessor, "Signs of Effectiveness II" reports on promising prevention strategies implemented in communities throughout the United States by Center for Substance Abuse Prevention's (CSAP) High-Risk Youth Demonstration grantees. Each project, which is profiled here, has been in operation long enough to provide an experience base that can be a resource to others. Some of the programs offer positive outcome data, while others, in spite of limited results, enjoy recognition in their communities as important, meaningful, and valued approaches. The main text is divided into the five major domains noted above. In each of these sections there is a description of factors that place youth at high risk for use of alcohol, tobacco, or other drugs; promising strategies that address these risk factors; and illustrations of effective strategies that have been implemented. The text contains numbered citations of specific curriculums, researchers, and program materials. The notes also provide contact information. There is detailed information about each of the High-Risk Youth Demonstration Grants, with names and addresses of people to notify for more information. (RJM)

ED 381 715 CG 026 191

Frazier, Billie H.; Hayes, Kathleen C.
Selected Resources on Sibling Abuse: An Annotated Bibliography for Researchers, Educators and Consumers.
PUB DATE- Jul 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Child Abuse; Child Welfare; Family Environment; Family Life; *Family Problems; Research; *Sexual Abuse; *Sibling Relationship; *Siblings
IDENTIFIERS- *Sibling Attitudes; *Sibling Rivalry

This publication is part of an ongoing project which produces bibliographies on family topics. This bibliography, begun in July 1993, is a compilation of selected materials on a type of family violence which receives little attention. When all types of mild aggression and extreme violence toward a sibling are considered, it appears that sibling abuse is the most common and the most overlooked form of family violence. Parents many times accept sibling rivalries as part of family life, but in the last few years, researchers have been investigating lasting deleterious effects of early experiences with sisters and brothers. The annotated entries provided here are divided into four categories: (1) Monographs; (2) Journal Articles; (3) Dissertation; and (4) Newspaper Articles. Annotations range in length from one to five paragraphs. It is hoped that this year. The sequence and frequency with which these Task Cards are used, though, is at the instructor's discretion. Cards may be completed individually or in a group. Each card contains a benchmark (a one or two line goal for the lesson), a short message that the facilitator can present to the students, and an activity, all of which are age appropriate. If students work in groups, they are encouraged to create and display a team name, a pennant or banner with their team symbol, a license plate, a team motto or slogan, and a simulated 1-800 phone number. Cartoon characters with positive messages appear at the end of the publication and these can be awarded to students as incentives. (RJM)

ED 381 735 CG 026 228

Drexler, Nora L.
Drug and Alcohol Awareness for Grade Six.
PUB DATE- 94
NOTE- 32p.; For related teaching guides, see CG 026 222-230. Produced as part of the SPARKS (Smart People Act Responsibly to Keep Safe) educational program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alcohol Education; Children; Curriculum Guides; *Drug Education; *Grade 6; Health; Instructional Materials; Intermediate Grades; Intervention; Prevention; Resource Materials; Substance Abuse

This educational program on drugs and alcohol provides a "No-Use" message to students. The curriculum maintains that alcohol, tobacco, and illicit drugs are unhealthy and harmful, and that society's laws and values are to be respected. The lessons build students' resistance to influences that encourage drug abuse and they promote safe, healthy, and responsible attitudes while correcting mistaken beliefs and assumptions about drugs and alcohol. Lessons appear on 36 "Task Cards" which are intended to be used once a week during a traditional school year. The sequence and frequency with which these Task Cards are used, though, is at the instructor's discretion. Cards may be completed individually or in a group. Each card contains a benchmark (a one or two line goal for the lesson), a short message that the facilitator can present to the students, and an activity, all of which are age appropriate. If students work in groups, they are encouraged to create and display a team name, a pennant or banner with their team symbol, a license plate, a team motto or slogan, and a simulated 1-800 phone number. Students are encouraged to adopt a cartoon character name, from a list in the back, and design a drug and alcohol poster with a message that features the cartoon character they have created. (RJM)

ED 381 736 CG 026 229

Drexler, Nora L.
Drug and Alcohol Awareness for Grade Seven.
PUB DATE- 94
NOTE- 32p.; For related teaching guides, see CG 026 222-230. Produced as part of the SPARKS (Smart People Act Responsibly to Keep Safe) educational program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

during the 3-month period to accomplish the practicum outcomes. Assessment tools and surveys were used in collecting data. Outcomes were accomplished successfully. Analysis of the data revealed that through the use of various strategies, the 10 children involved improved word conceptualization, positively changed their attitude toward reading and enhanced their self-esteem. (Contains 34 references and four tables of data. Appendixes presents sample big book lessons and the attitude toward reading survey instrument.) (Author/RS)

ED 381 756 CS 012 112

Peterson, C. Mark
Increasing Scripture Reading in a Religious Education Setting through Cooperative Efforts of Parents, Church Leaders, and Teachers.
PUB DATE- 95
NOTE- 65p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Critical Reading; High Schools; Parent Participation; *Reading Habits; Released Time; *Religious Education; Student Motivation
IDENTIFIERS- *Bible Study; Mormons; *Reading Motivation; Reflective Reading Thinking Activities; Rocky Mountains

Upon request from parents, students were released from a rural Rocky Mountains high school to take a class in religious education where they were encouraged to read at least one chapter of scripture each day. In addition to daily reading, students were encouraged to ponder what they read and apply it to their daily lives. According to the pre-practicum survey data, students had been in school 5 months. When asked how many of the 5 months they had read daily, 30% had not read daily any month. An additional 30% had read daily for three months or less. Only 25% of the students reported that they often or always pondered the scriptures as they read, and 35% of the students reported that they tried to apply what they read to their daily lives. A scripture reading program was organized where teachers, parents, and ecclesiastical leaders combined their efforts and encouraged the students to read, ponder, and apply the scriptures. Parents and ecclesiastical leaders were provided with motivational statements valuing scripture reading and a reading chart. In the post-practicum survey, 57% of the students reported that they had read daily for at least four of the five months they had been in school, an increase of 40% from the pre-practicum survey. Results also indicated very little change in the percentage of students who reported having pondered or applied the scriptures. (Contains 16 references and 13 tables of data. Appendixes present the church mission statement, student survey instrument, program descriptions, program charts and schedules, and sample certificates and stickers.) (RS)

ED 381 757 CS 012 113

Stephens, Diane; And Others
Assessment and Decision Making in Schools: A Cross-Site Analysis. Technical Report No. 614.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 33p.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Cultural Awareness; Foreign Countries; Literature Appreciation; Minority Group Children; *Multicultural Education; Primary Education; Self Esteem; *Young Children
IDENTIFIERS- Emergent Literacy; *Folktales; Response to Literature; *Shared Book Experience

Intended to provide a natural and positive way to introduce young children to the stories told by different ethnic groups, this paper suggests a series of language activities that adapt folktales from around the world for classroom use to enable young children to read the stories for themselves. The paper notes that these activities are particularly appropriate for children of minority groups whose feelings of self-worth can be increased as they find themselves reflected in the stories they and their classmates are reading and enjoying. These stories can also become the backbone of an emergent literacy program or can be used to enhance the curriculum in early grades. In the first section, a story from Kenya ("The Magic Stone") has been rewritten in predictable language and procedures are given to make this into a big book to be used for shared book experiences. The next section describes a collection of small group activities, using a variety of folktales from different ethnic groups (including "The Fisherman and his Wife" from Germany, and "The Magic Orange Tree" from Haiti). The final section suggests additional ideas appropriate for the theme on wishes, based on folktales that include "The Story of the Stone Lion" from Tibet. Four figures are included. An appendix contains "The Magic Stone" story. A reference section contains 26 academic references, a list of 12 folkstories about wishes, and a list of 17 predictable folkstories and modern tales. (SR)

ED 381 776 CS 214 782

Kenny, Wade
Violence and Objectivity in Psychology.
PUB DATE- Nov 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Autobiographies; Higher Education; Language Styles; *Psychiatry; Psychology; *Scientific Enterprise; Written Language
IDENTIFIERS- *Author Text Relationship; Science Writing; *Subjectivity; Voice (Rhetoric)

The subject and the object are more strategically assigned than some might readily assume, both as people speak and as they live them. Subjectivity is associated with doing, hence responsibility, and therefore it noticeably slides in matters of credit and blame, with issues like Newton's or LaPlace's discovery. In scientific papers the subject has an ironic status, as illustrated by such expressions as, "The subject was given a mild dose...." In this statement the subject is the receiver rather than the performer of an action. This primary rhetorical move of science is only half completed, however, and requires the additional objectification of the subject (the scientist) to make it whole. Beneath the thin veil of language, however, the scientist is present as the subject--not only as

Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dialog Journals; *Feminism; Higher Education; *Language Role; Rape; *Rhetoric; Rhetorical Theory; Writing (Composition); *Writing Instruction
IDENTIFIERS- Discourse Communities; *Double Entry Journals; Ferris State University MI; Voice (Rhetoric)

The double entry journal, first suggested by Ann Berthoff in "Forming/thinking/writing," offers a way to break out of the one-way discourse and single-voiced thinking that predominates in traditional rhetoric and academic writing. Typically, double-entry journals are set up so that students quote from a source in the left-hand margin and comment on it in the right. In this way, a dialogue of sorts is established between the student and the author. At times, the student may paraphrase and interpret--or as Peter Elbow says, "translate"--the authoritative discourse into more personal, private language--into the internally persuasive word. Bringing into play two voices instead of one, the double-entry journal can also engage students in a critique of discourse. The implications for becoming situated in a discourse become apparent when students paraphrase key phrases from a discourse into "ordinary" or everyday language. In a developmental writing course at Ferris State University, for instance, a special 1993 issue of "Newsweek" devoted to the issue of date rape illustrated how gender relations are constructed by certain key words and phrases. Students read two contrasting articles, one by a conservative feminist and one by a feminist. Then, students were asked to take on the perspective of the subject in the discourse in order to answer the claims made by the discourse. Excerpts from student writing show its effectiveness in assuming and understanding different perspectives. Contains 5 notes and 22 references.) (TB)

ED 381 797 CS 214 810

Gorelick, Risa P.
"Read My Lips" and Other Rhetoric: A Qualitative Ethical Study of TAs Using Standardized Syllabi in First-Year Composition Classes.
PUB DATE- Mar 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Curriculum Evaluation; *Ethics; *Freshman Composition; Graduate Students; Higher Education; *Intellectual Freedom; Politics; Qualitative Research; Surveys; *Teaching Assistants
IDENTIFIERS- Educational Issues

Much has been written on the ethics of teaching syllabi that pursue a particular social agenda. Depending on the commentator, these syllabi have been characterized as transformative, socially responsible, political, politically correct, unethical and immoral. Throughout this literature, courses--not by professors but by students. Groups of students in each class form into teams with the purpose of setting goals and planning projects for furthering their own education. Contrary to initial appearances, such an approach does not let instructors off the hook--such courses may require more preparation than would a typical, day-to-day lecture course. Instructors must still structure the educational experience, selecting texts, material to be covered, and activities students may perform. The challenge for instructors is to allow student interaction to build on and supplement the initial structure set up by the instructor. M. S. Poole, D. R. Seibold, and R. D. McPhee's (1985) application of structuration theory points to the essential element of communicative action in group learning. Such group interaction allows the formation of a social reality, which in a teaching-through-teams course would allow more internalization of the subjects discussed, taught and experienced in student teams. If it is understood that people co-construct reality, it follows that students should have opportunities to help create social reality enacted by their educational process. Study of group structuration suggests that group interactions generate three key structural properties: group communication patterns, group decision rules, and power structures. (Contains 20 references.) (TB)

ED 381 817   CS 508 873

Driskill, Gerald W.; Polansky, Brian
Relinquishing Power in the Classroom: A Case Study on Self-Directed Teams in the Classroom.
PUB DATE- Nov 94
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Classroom Environment; Communication Skills; Elementary Secondary Education; Evaluation; Instructional Innovation; *Organizational Communication; Power Structure; Student Attitudes; *Student Centered Curriculum; *Student Educational Objectives; *Student Needs; Teamwork
IDENTIFIERS- *Metacommunication

The shift toward self-directed work teams in organizations is well documented and is further underscored by models that give teamwork an integral role in accomplishing organizational goals. The traditional classroom fails to mirror such shifts when it emphasizes instructor control and decision making with a premium placed on clarity in direction, assignments, and evaluations. A study in an organizational communication classroom therefore attempted to empower students by placing them in teams charged with determining course mission, goals, structure, policies, and procedures. The major phases of this effort were as follows: (1) the distribution of a packet used to initiate the organizing process; (2) the creation and use of work teams; (3) the setting of class objectives; (4) devising a means of assessment; (5) developing a set of tasks to be researched by the various teams. In conclusion, the self-directed team approach provided a rich experiential learning environment. It fostered a mutual dependency that mirrors real life; it offered numerous opportunities for metacommunication--times when class members openly discussed their feelings about the self-directed approach; it challenged the instructor to look critically at traditional classroom setups; and it and violence prevention programs. The model presented in the paper incorporates training in argument and cognitive learning about the destructive nature of verbal aggression. With the day-to-day escalation of violence in public schools in mind, the paper notes that conflict management skills can be taught: (1) by offering a specific course on the subject, (2) by incorporating conflict management concepts and exercises into the core curricula, or (3) by offering specialized training outside the classroom. As part of the conflict management curriculum, the model on constructive argumentation offered in the paper proposes verbal aggressiveness as a catalyst to physical violence, with the focus on discussion of the nature and scope of interpersonal conflict and training in constructive argumentation. The model described in the paper offers a full range of training in practical skills in developing arguments, and upon its conclusion the participants/students should know what constitutes constructive and destructive behavior, and possibly, they could experience a change to a more positive attitude and behavior. (Contains 28 references and 7 notes.) (NKA)

ED 381 835 CS 508 902

Carr, John C.
"Angels in America Part 1: Millennium Approaches." Spotlight on Theater Notes.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 17p.; Produced by the Performance Plus Program, Kennedy Center Education Department. Funding also provided by the Kennedy Center Corporate Fund. For other guides in this series, see CS 508 903-906.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Acting; *Cultural Enrichment; *Drama; Higher Education; Homophobia; Homosexuality; Interviews; Playwriting; Popular Culture; Program Descriptions; Secondary Education; United States History
IDENTIFIERS- American Myths; *Angels in America

This booklet presents a variety of materials concerning the first part of Tony Kushner's play "Angels in America: A Gay Fantasia on National Themes." After a brief introduction to the play, the booklet presents a description of the principal characters in the play, a profile of the playwright, information on funding of the play, an interview with the playwright, descriptions of some of the motifs in the play (including AIDS, Angels, Roy Cohn, and Mormons), a quiz about plays, biographical information on actors and designers, and a 10-item list of additional readings. (RS)

ED 381 836 CS 508 903

Carr, John C.
Neil Simon's "Laughter on the 23rd Floor." Spotlight on Theater Notes.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 13p.; Produced by the Performance Plus Program, Kennedy Center Education Department. Funding also provided by the Kennedy Center Corporate Fund. For other guides in this series, see CS 508 902-906.
LANGUAGE- English

ED 381 857 EA 026 640

Oswald, Lori Jo
School-Based Management: Rationale and Implementation Guidelines.
PUB DATE- Mar 95
NOTE- 78p.; Prepared in cooperation with the ERIC Clearinghouse on Educational Management.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Accountability; Administrator Role; Advisory Committees; Board of Education Role; Community Involvement; *Decentralization; Elementary Secondary Education; Governance; Institutional Autonomy; *Organizational Change; *Participative Decision Making; *School Based Management; School Organization; State School District Relationship; Teacher Participation

School-based management (SBM), the decentralization of decision-making authority to the school site, comes in many variations. However, all forms of SBM require a rethinking of how and where budgeting, curriculum, and personnel decisions are made. This bulletin provides an overview of what SBM is and how it is implemented by summarizing some of the educational research in this area. Throughout, examples are provided from Oregon schools, particularly the Salem-Keizer Public Schools, which implemented SBM in 1989. Interviews with 14 administrators and educators supplement the literature review. Chapter 1 provides definitions and an overview of SBM philosophy, with a list of advantages and disadvantages. Chapter 2 explains the change in roles and responsibilities of the "stakeholders": the school board, superintendent and district office, principal, teachers, parents and community members, and students. In each section, a list of concerns about the role transition is included. Strategies for enlisting stakeholder involvement in the successful implementation of SBM are discussed in the third chapter. Chapter 4 explains the function of the school council, with particular attention to Oregon site-based councils. The fifth chapter lists additional implementation guidelines, focusing on budget, personnel, and curriculum. Chapter 6 discusses issues related to and methods of determining SBM success. Finally, recommendations and conclusions are made in the seventh chapter. A four-page condensation of the Bulletin is included. (LMI)

ED 381 858 EA 026 641

Suggestions for Developing a District/School Multicultural Education Program.
PUB DATE- Jan 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Awareness; Diversity (Institutional); Elementary Secondary Education; Guidelines; Intergroup Relations; *Multicultural Education; *Program Development; State Legislation; *State Standards; Statewide Planning
IDENTIFIERS- *Nebraska

In 1992, the Nebraska legislature passed Legislative Bill 922, which mandated the implementation of multicultural education in public schools. This handbook contains guidelines to help

(150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; Codes of Ethics; *Curriculum Development; Educational Administration; *Ethical Instruction; *Ethics; *Graduate Study; Higher Education; Moral Values

This paper argues that at the heart of administration, there lie moral dilemmas in need of resolution. In the field of educational administration, no graduation requirement exists for completion of an ethics course. This paper describes an ethics course designed for doctoral cohorts in educational administration. It is argued that educational administrators must take the time to work through their personal and professional codes and also spend considerable time comparing and contrasting them. The course exposed graduate students to traditional and nontraditional ethics, giving them the opportunity to place their own codes in perspective. The paper also highlights the pedagogical implications of teaching an ethics course in educational administration and the different approaches used by two different instructors for the same course. The paper provides a brief overview of the course content and describes the two professors' backgrounds and teaching pedagogies. The course was based on self-reflection, peer review, and careful content analysis, and dealt with a combination of liberal democratic ethics, liberation theology, critical theory, and feminist ethics. (LMI)

ED 381 877 EA 026 663

Kelley, Carolyn
The Applicability of Market-Based Solutions to Public Sector Problems.
SPONS. AGENCY- Consortium for Policy Research in Education, Madison, WI. Finance Center.; Office of Educational Research and Improvement (ED), Washington, DC.; Wisconsin Center for Education Research, Madison.
PUB DATE- Oct 94
NOTE- 40p.; Paper presented at the Annual Research Conference of the Association of Public Policy Analysis and Management (Chicago, IL, October 17-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Economics; Educational Policy; Elementary Secondary Education; *Free Enterprise System; *Organizational Theories; *Private Sector; Public Education; *School Based Management; *School Choice; School Restructuring

This paper examines the ways in which private- and public-sector location affects organizational structure and functions, and the implications for school reform. It identifies the differences that are often overlooked when policymakers utilize market-based organizational reform models to address public school problems. Two fundamental questions are asked: How useful are market-based models in addressing public-sector organizational problems?; and What organizational characteristics are central to the successful implementation of market-based organizational reform efforts? The paper first discusses two theoretical perspectives--organizational ecology and resource dependency--to explore the specific organizational features likely to result from market and public-sector contexts. The next part examines two current market-based educational reform models--school choice and school-based management. The analysis suggests that market-based models are potentially useful for addressing public-sector organizational

NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Costs; Efficiency; Elementary Secondary Education; *Extended School Day; *Extended School Year; Flexible Scheduling; Performance; Scheduling; Teaching Load; *Time Factors (Learning); *Time Management

This report explores key issues in the debate about restructuring educational time to enhance student learning. Its central framework was derived from proceedings of a symposium conducted in June 1994 by the Policy Support Program of the Far West Laboratory for Educational Research and Development. Part 1 describes the developments that led to the creation of the National Educational Commission on Time and Learning (NECTL) and summarizes NECTL recommendations. The second part presents key questions about the issue of time and learning and discusses the implications for policymakers. These include: (1) What are some strategies for restructuring educational time to increase or enhance time for learning? (2) How can educational time be structured so all students reach high standards? (3) How can districts and schools support teachers in expanded roles that require additional time? (4) How can districts and schools be encouraged to restructure educational time to increase the amount of time for learning? and (5) What are the costs of increasing educational time? In conclusion, research suggests that additional time alone is unlikely to give a major boost to student achievement. Educational policymakers must consider the multiple factors that affect student achievement and work with the community to determine the best combination of reform strategies. Appendices contain a profile of symposium panelists, a list of symposium participants, references, and materials available from the NECTL. (LMI)

ED 381 896 EA 026 688

Revenues and Expenditures for Public Elementary and Secondary Education: School Year 1992-93. Statistics in Brief.
PUB DATE- Mar 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Expenditures; Federal Aid; *Income; *Public Education; Resource Allocation; School Funds; State Aid

Every year local, state, and federal governments provide the resources that support public education for students in prekindergarten through grade 12. What were the sources of these revenues in the 1992-93 school year? How were these dollars expended across instruction, student support, and other services? This document provides answers to these questions, drawing from the National Center for Education Statistics' "National Public Education Financial Survey--Fiscal Year 1993," one of the components of the Common Core Data surveys. Statistics show that more than $248 billion were collected for public elementary-secondary education in 1992-93 in the 50 states and the District of Columbia. The greatest part of education revenues came from local and state governments, which together provided about 91 percent of all revenues. The federal government was the source of some $17 billion of revenues. Expenditures for public education in 1992-93 totalled over $221 billion, which represents a 5 percent increase over

PUB DATE- 95
NOTE- 205p.; For the 1994 edition, see ED 374 611.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Behavior Disorders; Computer Software; Cultural Differences; Delivery Systems; *Disabilities; *Educational Innovation; Educational Policy; Educational Technology; Elementary Secondary Education; Emotional Disturbances; Family Programs; *Federal Aid; Infants; Instructional Effectiveness; Outcomes of Education; Preschool Education; *Research Projects; School Restructuring; Severe Disabilities; Special Education; Student Evaluation; Teacher Education; Teaching Models; Technological Advancement
IDENTIFIERS- *Office of Special Education Programs

This directory provides abstracts of 236 current research projects funded by the Division of Innovation and Development, Office of Special Education Programs, U.S. Department of Education. Abstracts are grouped into the following 10 topical sections: (1) assessment and evaluation; (2) cultural differences; (3) infants, young children, and families; (4) instructional effectiveness, models, and learning; (5) policy, restructuring, and service delivery issues; (6) secondary education and postsecondary outcomes; (7) serious emotional disturbance and behavioral disorders; (8) severe disabilities; (9) teacher training, retention, and supply and demand; and (10) technology and software. The information for each project includes: title; the principal investigator's name, address, and telephone number; grant number; beginning and ending dates; and a summary covering the project's purpose, method, and anticipated products. Appendixes provide indexes to principal investigators, institutions, subjects, states, and grant competitions. (DB)

ED 381 916 EC 303 862

Kysilko, David, Ed.
Winners All: A Call for Inclusive Schools. The Report of the NASBE Study Group on Special Education.
PUB DATE- Oct 92
NOTE- 44p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; *Change Strategies; *Disabilities; *Educational Change; Elementary Secondary Education; *Inclusive Schools; Labeling (of Persons); Noncategorical Education; *Regular and Special Education Relationship; *School Restructuring
IDENTIFIERS- *National Association of State Boards of Education; Teacher Collaboration

The recommendations of the National Association of State Boards of Education's Study Group on Special Education focus on: (1) creation of a new belief system and vision that includes all students; (2) encouragement of collaboration between general and special educators to better serve the diverse student population; and (3) breaking the link between funding, placement, and handicapping label. After an introduction presenting the recommendations, the report reviews the history of special education, focusing on access and problems with the present system. Principles of inclusive education and examples of successful inclusive practices and programs are provided. The fourth chapter provides the rationale for the first

ED 381 935 EC 303 881

Campbell, Katherine; Morris, Jeff
Empowering Students with Disabilities through Organization and Involvement in Student Government: A Step-by-Step Approach To Creating a Student Organization.
PUB DATE- Jul 94
NOTE- 14p.; Paper presented at the Conference of the Association on Higher Education and Disabilities (Columbus, OH, July 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advocacy; *College Students; *Disabilities; Higher Education; Leadership; *Organizational Development; Social Support Groups; *Student Organizations; Student Participation
IDENTIFIERS- *Student Empowerment; *Weber State University UT

College students with disabilities, as a group, are becoming more involved with each other and are beginning to form student organizations. Major purposes of such organizations include: establishing a means for students with disabilities to make their voices heard on issues relating to disability, creating a social support system for students with disabilities, and providing leadership experience and involvement opportunities for students with disabilities. At Weber State University in Ogden, Utah, a step-by-step process to establish a student organization was implemented. The process involved: developing a trusting relationship between staff and students, beginning the organizational process, registering the organization with the university, empowering the students through leadership training and motivating them to take the initiative in planning and implementing activities, and offering support and advice. At Weber, students chose the organization's name, elected officers, conducted fund-raising activities, became an organized body that spoke out on campus issues and provided each other with a social network, became less dependent on the university's service department, and increased disability awareness on campus and in the community. (JDD)

ED 381 936 EC 303 882

Fredricks, Bud
Technical Assistance to State and Multi-State Services for Children with Deaf-Blindness Projects. Final Report, October 1, 1990-September 30, 1993.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 272p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Consultants; *Deaf Blind; Delivery Systems; Educational Improvement; *Educational Methods; Educational Quality; Elementary Secondary Education; *Etiology; Grants; Individual Characteristics; Meetings; Needs Assessment; Program Proposals; Regional Programs; State Programs; *Symptoms (Individual Disorders); *Technical Assistance

The purpose of the Teaching Research Assistance to Children and

DESCRIPTORS- Academic Achievement; *Computer Assisted
Instruction; Courseware; *Disabilities; High Schools; Inclusive
Schools; *Integrated Learning Systems; Mainstreaming; Program
Development; Program Evaluation; Program Implementation;
*Regular and Special Education Relationship; *Team Teaching
IDENTIFIERS- Boyne Public Schools MI

This paper describes the COILS (Co-taught Integrated Learning System) program at Boyne City (Michigan) High School. The program utilizes the sequentially based computer programs of the Integrated Learning System (ILS) as well as the co-teaching model to integrate special education students into regular classes in the areas of English, Applied Algebra, Applied Geometry, and U.S. History. The process of developing the program and expanding inclusionary practices from the elementary and middle school levels to the high school level is summarized. Definitions of inclusion and co-teaching are offered as well as a listing of the benefits of inclusion. Guidelines for preparing to implement inclusion and co-teaching are provided, followed by a discussion of the integrated learning system, which involves a management system, extensive courseware, and the instructional models involved in implementation. Suggestions are offered for choosing an ILS system and associated hardware and for program implementation (physical layout, staffing, training, and scheduling). Preliminary evaluation data have indicated greater gains by special education than by general education students and positive evaluations by both teachers and students. (DB)

ED 381 956 EC 303 903

Pitcher, Harriet A.
Improving the Communication Skills of Developmentally Disabled
Students (Ages 14-22) through Parental/Family Involvement.
PUB DATE- 95
NOTE- 78p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication Skills; *Developmental Disabilities;
Individualized Education Programs; *Parent Participation;
Parents as Teachers; Parent Teacher Conferences; *Parent
Teacher Cooperation; Program Development; Program
Effectiveness; Skill Development; Speech Language Pathology;
*Speech Therapy

This practicum study was designed to improve the communication and social skills of 43 students (ages 14-22) with developmental disabilities by involving families in at-home treatment activities that reinforced and enhanced in-school and community-based speech/language therapy and by increasing attendance of parents at school meetings and functions. Intervention included development of individualized speech notebooks containing activities, lessons, and creative ideas designed to enhance communication skills across the curriculum, in the home, and in the community. Telephone conferences were held with each family and a talent fair was held to showcase students' communication skills. Results indicated greater attendance by parents at school functions, increased involvement by parents in individualized education program conferences, and increased collaboration of parents and teachers to develop school programs. Appendices include, among others, a family information and involvement survey, sample newsletters, and the talent show program. (Contains 37 references.) (DB) with students having learning disabilities are discussed. (DB)

ED 381 977 EC 303 925

Smith, Douglas K.; And Others
WISC-III/WISC-R Relationships in Special Education Re-evaluations.
PUB DATE- Mar 94
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Seattle, WA, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Intelligence Tests; *Psychometrics; Scores; Special Education; *Student Evaluation; Test Reliability; Test Use; Test Validity
IDENTIFIERS- Special Education Reevaluations; *Wechsler Intelligence Scale for Children (Revised); *Wechsler Intelligence Scale for Children III

This study examined the relationship between scores on the Wechsler Intelligence Scale for Children-III (WISC-III) and the older Wechsler Intelligence Scale for Children-Revised (WISC-R). School psychologists in Wisconsin were asked to provide data on 300 special education re-evaluations completed during the 1992-93 academic year. Pearson product moment correlations ranged from .80 on the Verbal Scale to .85 on the Full Scale. T-tests for related samples were significant for all global scales, with WISC-III scores lower than WISC-R scores (mean difference of 3.65 to 5.69 points). The study concluded that: (1) WISC-III scores are consistent with those on the WISC-R; (2) correlational data for global scales and individual subtests suggest that they are measuring similar constructs; (3) individual cases of large differences in scores (16 points or more) may occur; (4) score differences are most likely to occur on the Performance Scale and least likely to occur on the Verbal Scale; (5) largest mean differences on subtests occurred on Similarities, Picture Arrangement, and Object Assembly subtests; (6) smallest mean differences on subtests occurred on Information, Digit Span, and Coding subtests; and (7) use of the WISC-III as a replacement for the WISC-R is strongly supported. Tables and graphs detailing study findings are attached. Four tables and three figures present the data. (DB)

ED 381 978 EC 303 926

Lillie, Timothy
Mandating Father Involvement: Implications for Special Educators.
PUB DATE- 7 Apr 95
NOTE- 30p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Compliance (Legal); *Court Litigation; *Disabilities; Elementary Secondary Education; *Fathers; Federal Legislation; *Federal Regulation; Financial Support; Legal Responsibility; Parent Child Relationship; Parent Participation; *Parent Role; *Special Education Teachers; State Legislation

This paper examines issues concerning mandated father involvement with their children, especially as this involvement affects children with special needs. The paper examines four points:

writing skills in French of 223 Canadian secondary school students. Students were surveyed concerning their demographic characteristics, attitudes about learning and reading, recreational activities, and reading habits and reading materials. Writing skills were evaluated using a standardized test. A variety of correlations were explored. Overall, results suggest that sociocultural factors were less highly correlated than student educational aspirations and reading habits, especially weekly use of the school library and a minimum of three hours of personal reading weekly, with writing skills. Among both boys and girls, good reading habits appeared to support mastery of grammar, richness of vocabulary, and the ability to bring forth appropriate examples to support an argument. A concluding chapter draws a profile of the successful student based on these findings. A substantial bibliography is included. Appended materials include a grading scale for writing, the questionnaire, and data compilations. (MSE)

ED 381 998 FL 022 740

Shen, Yin-Shyan Irene
Teaching Chinese Characters: Some Practical Methods.
PUB DATE- 17 Nov 92
NOTE- 7p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (26th, Rosemont, IL, November 20-22, 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Classroom Techniques; *Cultural Awareness; Games; *Ideography; Language Tests; *Reading Instruction; Second Language Instruction; *Second Language Learning; Semantics; Testing; Writing Instruction

It is recommended that students of Chinese as a second language be introduced to characters corresponding to new vocabulary, rather than be taught to recognize characters after the words themselves are learned. An approach that breaks each character into its smallest meaningful units, then reassembles them into proper position to form characters, is described. It is also proposed that the teacher incorporate cultural meanings into the instructional content, encouraging students to make associations among character elements, whole characters, and cultural connotations. Games seen as useful for reinforcing and testing listening comprehension, character recognition, and writing include pictionary, bingo, and exercises in deconstruction and reconstruction of characters. A brief bibliography is included. (MSE)

ED 381 999 FL 022 803

Shen, Yin-Shyan Irene
Cultural Influence on Language Usage---Cases of Taboo: Cross-Cultural Communication between the Peoples of Taiwan, R.O.C. and the U.S.A.
PUB DATE- 21 Nov 93
NOTE- 12p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (27th, San Antonio, TX, November 20-22, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Chapter 2 suggests classroom techniques for using games, including preparation of the classroom environment, considerations for selecting games, presentation, and follow-up activities. The third and fourth chapters outline 13 games and additional activities, including information on preparation, pre-teaching, classroom procedures, follow-up, and possible variations. A chapter is devoted to techniques for overcoming student resistance to classroom games, and the final chapter offers suggestions for teachers to plan and record game use, develop a repertoire of games, obtain and use learner feedback, and pool resources with other teachers. Contains fourteen citations for further reading. (MSE)

ED 382 020 FL 022 921

Ainslie, Susan
Mixed Ability Teaching: Meeting Learners' Needs. Netword 3: Teaching Languages to Adults.
PUB DATE- 94
NOTE- 64p.; Cartoons by Joanne Bond.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Advising; Accreditation (Institutions); Adult Education; Adult Students; Class Activities; *Classroom Environment; Classroom Techniques; Educational Strategies; Foreign Countries; *Instructional Design; Lesson Plans; *Multilevel Classes (Second Language Instruction); Program Administration; Questionnaires; Recordkeeping; Second Language Instruction; *Second Languages; *Student Characteristics; Student Motivation; Student Needs; Student Participation; Study Skills; *Teacher Student Relationship
IDENTIFIERS- England

This guide, designed for teachers of second languages to adults, discusses instruction for student groups of mixed abilities. The first chapter examines the factors that determine mixed ability, including: student motivation, interests, and needs; linguistic ability; general educational background; learning style; age; external pressures and time available to study; and anxiety. The teacher's need to differentiate between learners is also discussed. Chapter 2 describes strategies for getting to know the students: pre-course counseling; questionnaires; ice-breaking classroom activities; activities to help students know themselves; and record-keeping. The third chapter offers techniques for creating the right classroom atmosphere, developing students' study skills, involving learners, planning and organizing lessons, and starting on a small scale. Chapter 4 enumerates strategies for fostering learning: providing variety in the classroom; using a progression setting appropriate achievable goals; deciding whether to use different tasks for different ability levels; using role-play; supporting independent learning; dealing with ability differences in group oral work; group and pair work; and grouping. Appended materials include a sample 2-hour lesson plan, catering for mixed ability, notes on the responsibilities that devolve to administration, and a brief discussion of accreditation. Contains fourteen citations for further reading.

ED 382 021 FL 022 924

Mahrer, Cindy; Christian, Donna
A Review of Findings from Two-Way Bilingual Education Evaluation Reports.

said to be stronger than it was in Chomsky (1986). In this study, the modified theory was applied to every sentence that had raised problems for barriers and showed that the new definition works well. (JL)

ED 382 042 FL 023 045

Li, Jen-i Jelina
The Logic of Reciprocity Revisited: On the Interpretations of a Reciprocal Construction in Taiwanese.
PUB DATE- 95
NOTE- 17p.; For complete volume, see FL 023 039.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Language Research; *Linguistic Theory; *Semantics; *Structural Analysis (Linguistics); *Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Taiwanese

This paper studies the semantic properties of a reciprocal construction in Taiwanese. Specific focus is on the real-world situations that this reciprocal construction may encode. First, the syntactic properties of the reciprocal construction "xiou"-V in Taiwanese, which are different from these in English, are analyzed. Next, various reciprocal situations are discussed and compared with those of English examples. In addition, general schema reciprocals proposed by Langendoen (1978) are reviewed. A new schema, based on Oehrle's Austinian pluralities, is proposed to accommodate all types of reciprocal situations. (JL)

ED 382 043 FL 023 046

Nomura, Masuhiro
A Descriptive Note on Malagasy Verbal Complementation and the Binding Hierarchy: With Special Reference to the Occurrence of the Complementizer "fa."
PUB DATE- 95
NOTE- 16p.; For complete volume, see FL 023 039.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- Case (Grammar); Language Research; Linguistic Theory; *Malagasy; *Phrase Structure; *Syntax; Uncommonly Taught Languages; *Verbs

The aim of this paper is to describe verbal complementation in Malagasy and to consider how the Malagasy data reflect the "binding hierarchy" proposed by Givon (1980). It is shown that the Malagasy data provide support for the hierarchy and that the occurrence of the complementizer "fa" can be accounted for in terms of the strength of binding the main-clause verb. (Author/JL)

ED 382 044 FL 023 047

Yabushita, Katsuhiko
Point of View and "Zibun": Toward a Unified Theory of the Japanese Reflexive.
PUB DATE- 95
NOTE- 32p.; For complete volume, see FL 023 039.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles

classes, teaching small classes, faculty-student relationships, student behavior problems, at-risk students, and students with disabilities. Part 5 examines the role of the college instructor, with chapters on classroom management, textbook selection, test design, and student evaluation. (Each essay contains references.) (MDM)

ED 382 063 HE 028 250

Duffy, Donna Killian; Jones, Janet Wright
Teaching within the Rhythms of the Semester. First Edition. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 95
NOTE- 259p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; *College Instruction; *Course Descriptions; Higher Education; Instructional Improvement; Stress Management; Student Attitudes; Student Evaluation; *Teacher Student Relationship; Teaching Methods; Test Construction; *Time Factors (Learning)
IDENTIFIERS- Boredom; Faculty Attitudes

This book explores various methods and techniques that can improve instruction and learning in the college classroom, based on the Activating Learning in the Classroom (ALC) faculty development program initiated at Middlesex Community College, Massachusetts, in 1989. Chapter 1 presents an overview of various teaching styles, discusses avenues that lead to teaching effectiveness, and describes the structure of a course guide. Chapter 2 describes the moment when the classroom community comes together and learning is cemented, focusing on six catalysts that can make this happen. Chapter 3 portrays student reactions to a simple syllabus on the opening day of class and methods for developing an enriched syllabus. Chapter 4 examines the opening weeks of the semester, exploring five factors at work in the opening weeks and suggesting ways to juggle these factors in order to create an effective classroom community. Chapter 5 explores the doldrums that can occur in any course and suggestions for teaching approaches that can recharge both students and professors. Chapter 6 describes the closing weeks of the semester, focusing on end-of-semester stress, test construction, final exams, and course closure. (Contains approximately 200 references.) (MDM)

ED 382 064 HE 028 251

Walshok, Mary Lindenstein
Knowledge without Boundaries: What America's Research Universities Can Do for the Economy, the Workplace, and the Community. First Edition. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 95
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Programs; *College Role; *Economic Development; Futures (of Society); Higher Education; Information Management; Program Descriptions; *Research;

El-Khawas, Elaine; Anderson, Charles J.
Developing Our Future: American R&D in International Perspective.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cross Cultural Studies; Economic Development; Engineers; Federal Programs; Foreign Countries; Government Role; Higher Education; *Institutional Role; *Research; *Research and Development; Research Utilization; Scientists; Technology; *Universities
IDENTIFIERS- Germany; Japan; United States

This report offers a profile of the financial and human resources devoted to research and development (R&D) in the United States and other nations, focusing on the role of universities in carrying out R&D and in supporting the development of scientific and technical personnel needed for a competitive economy. It found that R&D expenditures in the United States in 1992 were an estimated $157.4 billion, making it the leading nation in total R&D expenditures. As a percentage of the nation's economy, however, U.S. R&D expenditures lag behind those of Japan and Germany. R&D expenditures represented 2.65 percent of U.S. gross domestic product (GDP) in 1990, compared with 3.07 percent for Japan and 2.81 percent for Germany. Only 16 percent of all R&D spending is for basic research, while 23 percent is for applied research and 61 percent is for developmental activities to produce useful products from the research findings. Although academic institutions conducted only 15 percent of all R&D activity in the United States in 1992, they conducted 49 percent of all basic research. (MDM)

ED 382 086   HE 028 273

Ottinger, Cecilia; And Others
Production of Minority Doctorates.
PUB DATE- 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; American Indians; Asian Americans; Blacks; Black Students; *Doctoral Degrees; *Educational Trends; Employment Patterns; Higher Education; Hispanic Americans; Intellectual Disciplines; *Minority Groups; Racial Differences; Sex Differences; Trend Analysis
IDENTIFIERS- African Americans; Asian American Students; Hispanic American Students; Native Americans; Time to Degree

This report reviews trends in the production of minority doctorates over the past 10 years, comparing the number of minority doctoral recipients and the areas in which they earned their degrees among racial/ethnic groups. Data are reported for U.S. citizens only. The report found that the number of U.S. doctoral recipients increased from 24,391 in 1982 to 25,759 in 1992, a 6 percent rise, while the number of minority doctorates rose from 2,111 to 2,682, a 27 percent increase. Among minority groups, African Americans received fewer doctorates in 1992 than in 1982, while the number of Hispanic, Asian American, and Native American doctoral recipients increased significantly. The natural sciences and engineering accounted for 38 percent of all doctoral degrees awarded to minorities in 1992, up from 24 percent in 1982. In 1982 it took students 6.6 years of registered time to complete the doctoral degree, versus 7.3

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Auto Mechanics; Comparative Analysis; *Computer Assisted Testing; *Computer Simulation; Engines; *Licensing Examinations (Professions); Occupational Tests; *Performance Tests; Postsecondary Education; State Licensing Boards; State Standards; *Testing Programs
IDENTIFIERS- California

A general evaluation design was developed to examine the effectiveness of a computer-based, multimedia simulation test on California smog check mechanics. The simulation test operated on an Apple Macintosh IIci, with a single touchscreen color monitor controlling a videodisc player; it had three parts: introduction-tutorial-help, data, and test. It was compared to a hands-on, actual vehicle test. The two tests were as equivalent as possible. The hands-on test was essentially a printout of the nine test items and specific questions from the simulation test. The evaluation gathered two kinds of data: test performance and subjective responses to the test experience. Currently certified smog check mechanics were recruited and paid to participate in the study. This sample was randomized between the two testing methods; 38 were tested in each group. A Rasch analysis was chosen for a reliability study of the test. The high item separation reliability indicated that, in general, persons responded consistently to the test according to their performance capabilities. The comparison of the performance between the simulation test group and the hands-on test group indicated the difference was not statistically significant. Data showed that the probability was very high that the differences between the group means were the result of chance. (Appendixes which comprise at least half of the document include the following: background and simulation test documents, mechanics survey, sample selection documents, raw data score sheets, and test proctors' observations/recommendations.) (YLB)

ED 381 618 CE 068 665

Vision for the Year 2002: A Working Document. Salem County Board for Vocational Education Strategic Plan for the Salem County Vocational Technical Schools.
PUB DATE- 23 Aug 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advisory Committees; Articulation (Education); *Change Strategies; *Cooperative Planning; *County Programs; *Educational Change; Educational Needs; Education Work Relationship; Lifelong Learning; Needs Assessment; Postsecondary Education; School Districts; Secondary Education; *Strategic Planning; Technology Education; Tech Prep; *Vocational Education
IDENTIFIERS- *Salem County Vocational Technical Schools NJ

A strategic plan for vocational-technical education (VTE) in Salem County, New Jersey, in the year 2002 was developed by the county board of VTE and county advisory board with input from students, parents, employers, elected officials, and the community in general. Six strategic planning subcommittees were formed to review the district's VTE system from the following standpoints: philosophy/institutional identification; delivery system and marketing; structure and culture; financial needs,

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Dual Career Family; Employed Women; Employer Employee Relationship; Family Life; *Family Structure; *Family Work Relationship; *Fringe Benefits; Personnel Policy; Sex Differences; Time Management

A study examined workers' access to benefits, the extent to which they valued those benefits, and an analysis of variation in work-family time conflict for union and nonunion households. The survey design involved interviews with 520 Ohio respondents who were currently employed or recently unemployed. Findings indicated that union respondents and their households were more favored in access to benefits than nonunion respondents and households. Workers valued benefits to varying degrees; they placed high value on such benefits as pensions, vacations, medical care and hospitalization, and lower value on the newer "family-friendly" benefits such as day care vouchers, family leaves, and cafeteria plans. In looking at the value of benefits, differences between union and nonunion respondents were largely nonexistent. Analysis of the ease with which respondents found time for activities suggested that characteristics of jobs, family configuration, and work arrangements within the home all played a role. Even with job characteristics, family characteristics, and home work arrangements controlled, women still reported greater difficulty in finding free time than men. (Four data tables are appended.) (YLB)

ED 381 638 CE 068 730

Sandver, Marcus Hart; Miles, Jeffrey A.
Workplace Innovation and Local Unions in the Building Trades: Theory, Application and Membership Reactions. Working Paper Series WP-014.
PUB DATE- Oct 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Building Trades; *Competition; Employee Attitudes; Free Enterprise System; *Innovation; *Resistance to Change; Surveys; Unemployment; *Union Members; *Unions
IDENTIFIERS- Market Recovery Programs

In the spring of 1990, a study was conducted of local unions in the International Brotherhood of Electrical Workers (IBEW) Region 9 with market recovery programs (MRPs) designed to reverse declines in union membership. Three locals were chosen for in-depth study in Las Vegas, Nevada; Oakland, California; and Portland, Oregon. The locals reflected the diversity in the IBEW locals in the region. An attitude survey was developed to measure members' reaction to the MRP experiment. Of 3,786 mailed questionnaires, 1,237 responses were received. Findings indicated that the members had a generally positive attitude toward the MRP. On a scale from 20 to 110, the average composite score was 74. Despite some variance from local to local, the program was generally accepted by members in all three locals. Generally speaking, the younger members viewed the program less positively than older members. The "old guard" or the established officers of two of the locals who were thrown out of office by MRP reformers were a pocket of resistance toward the program. Finally, the more people worked on the program, the more they liked it. (YLB) deliver workplace literacy instruction to individuals employed in the more than 50 businesses related to the activities the activities of the Port of Baltimore. It is intended to help employees in port businesses develop team building and problem-solving skills. The following topics are covered in the individual modules: team dynamics, group problems, divergent thinking, problem solving, decision making, effective meetings, and the Myers Briggs Type Indicator. The final module is a postassessment. Each module contains objectives, procedures, student handouts, and learning activities/grammar exercises. (MN)

ED 381 658 CE 068 762

Blumner, Ellen
Workplace Writing Skills. The Port of Baltimore Workplace Skills Development Project.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 141p.; For related documents, see CE 068 754-763.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Functional Literacy; Grammar; *Letters (Correspondence); *Literacy Education; Pretests Posttests; *Sentences; Skill Development; *Writing (Composition); *Writing Skills
IDENTIFIERS- *Marine Occupations; Maryland (Baltimore); Plain English; *Workplace Literacy

This set of learning modules was developed during a project to deliver workplace literacy instruction to individuals employed in the more than 50 businesses related to the activities of the Port of Baltimore. It is intended to accomplish the following objectives: familiarize students with components of clear and direct sentences; give students practice in such sentences; familiarize students with the concept of plain English and various types of letters and memos; give students practice in writing different types of letters and memos; review basic rules of grammar, punctuation, and usage; and review the writing process, from planning to revision. The following topics are covered in the modules: writing diagnostic sentences; using plain English; writing memos and letters; avoiding ineffective writing; writing letters of complaint, bad news letters, thank-you letters, and letters requesting information; recognizing different types of writing and identifying and rewriting poor writing; and reviewing basic grammar, punctuation, and usage principles. Each module contains objectives, procedures, student handouts, and learning activities/grammar exercises. A posttest and answers to all exercises are included. (MN)

ED 381 659 CE 068 763

Walker, Sam
World Geography. The Port of Baltimore Workplace Skills Development Project.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 94
NOTE- 68p.; For related documents, see CE 068 754-762. Maps contain broken print.
LANGUAGE- English

many company schools or workshops, absence of recruitment, and many teachers attempting to enter the private sector. Three approaches to reforming the vocational education and training system are possible: a typical Anglo-Saxon approach aimed at establishing secondary general education with broad-based vocational preparation, a more continental European approach advocating modernized forms of basic vocational education, and one claiming that the architecture of the educational system should be kept as open as possible during the transition period. The difficulty encountered by certain ministries in assuming the weighty new responsibilities passed on to them in the context of change may have contributed to the widely observable decentralization process. Identifying needs of the market economy in the case of countries where the economy itself is so uncertain is a problem that must be resolved. Although greater flexibility and responsiveness are indisputably desirable in the countries of Central and Eastern Europe, both the internal coherence of the training systems and its connection with the labor market and the society at large must be maintained. A separate mechanism to guarantee regulation is needed. (YLB)

ED 381 677   CE 068 801

Nixon-Ponder, Sarah
Using Problem-Posing Dialogue in Adult Literacy Education. Teacher to Teacher.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Critical Thinking; Curriculum Development; *Dialogs (Language); High School Equivalency Programs; *Literacy Education; *Participative Decision Making; *Problem Solving; Skill Development
IDENTIFIERS- *Problem Posing

Problem posing is a tool for developing and strengthening critical thinking skills. Freire expanded on the idea of active, participatory education through problem-posing dialogue, a method that transforms the students into critical coinvestigators in dialogue with the teacher. Problem posing begins by listening for students' issues. Teachers select and bring familiar situations back to the students in a codified form. Teachers begin by asking a series of inductive questions, which moves the discussion of the situation from the concrete to the analytical. The five steps of the problem-posing process directs students to do the following: (1) describe the content; (2) define the problem; (3) personalize the problem; (4) discuss the problem; and discuss alternatives to the problem. Two examples of problem posing in action are from actual literacy programs. In the first case, the adult basic education instructor introduced the issue of child care in "codes" for problem solving. In the second case, the instructor practiced problem posing in General Educational Development classes so that students were involved in building the curriculum of their own class. (YLB)

ED 381 678   CE 068 802

Merriam, Sharan B.; Simpson, Edwin L.

effective staff development program are examined: (1) assessment (ask key questions, compile and analyze data, set priorities and state desired results); (2) design/implementation (use multiple staff development strategies, plan the content, select the process, incorporate key elements of workshop design, identify consultants and trainers, track student achievement and changes in school practices); (3) institutionalization; and (4) evaluation. Finally, the roles and responsibilities of the following individuals/organizations for planning/implementing staff development at HSTW sites are described: district-level leaders and staff, principals, site staff development teams, HSTW site coordinators, and vocational and academic teachers. Sample materials and descriptions of exemplary practices are included throughout the guide. (MN)

ED 381 697 CE 068 855

Involving Teachers, Parents, and the Community in Guiding All Students into a Challenging Program of Study. High Schools That Work Site Development Guide #5: Guidance.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- 94
NOTE- 29p.; For related documents, see CE 068 851-856.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Guidance; Community Involvement; Counseling Techniques; Demonstration Programs; *Guidance Programs; High Schools; *Noncollege Bound Students; Parent Participation; Parent School Relationship; Program Development; Program Improvement; Regional Programs; School Community Relationship; *School Counseling; Teacher Participation; Vocational Education
IDENTIFIERS- *High Schools that Work

This guide is the fifth in a series of guidelines designed to be a framework for positive action at the school site and in the classroom through the High Schools That Work (HSTW) program, an effort to raise the achievement of career-bound students. It explains how to develop an educational and career guidance program that will help all students complete challenging programs of study. The role of educational/career programs in the HSTW model and the need for schools to shift from an ability model to an effort model are discussed; in addition, the importance of developing a planned program of study and addressing the inadequacies of existing guidance programs are emphasized. The following principles for redefining guidance are examined: guidance is a program, guidance is more than a counselor, guidance programs help students make key decisions, and career and educational planning is a partnership. Considerations in developing the following guidance system components are discussed: guidance curriculum, parent support, individual planning, teachers as advisors, and responsive services. The following steps in implementing an improved guidance program are detailed: organize a team to plan for change, select performance indicators, and determine the guidance program's current status. Sample materials and descriptions of exemplary practices are included throughout the guide. (MN)

ED 381 698 CE 068 856

bibliography will stimulate further empirical research into the causes, dynamics, and effects of sibling abuse. Sources of additional information and an author index are included. (RJM)

ED 381 716 CG 026 193

Barletta, John
Psychological Consulting in Schools: Role of the Counselor.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Ancillary School Services; Children; *Consultants; Consultation Programs; *Counseling Services; *Counselor Role; *Educational Environment; Elementary Secondary Education; *Professional Services; Students
IDENTIFIERS- School Based Services

The school is fast becoming the primary place of belonging and recognition for many students. This article addresses the need for psychological consultation in the educational setting and argues that the primary focus of any mental health intervention in schools should include the prevention of the development of emotional disorders, as well as making a positive contribution toward a student's development and personal growth. It lists some of the methods of psychological consultation, such as direct services to the student and indirect models, where the consultant assists the educator in gathering data and implementing programs. Which method the consultant uses depends on his or her cautious assessment of the environment, the conditions, and the individual features of the case. Discussed next are levels of intervention, primary prevention goals, and characteristics of joint interventions. Consultants, it concludes, must posses insight into personal values, self-awareness, specific knowledge, particular practice, and an openness to change. Contains eight references. (RJM)

ED 381 717 CG 026 194

Transition: Careers and Education in Nebraska, 1995.
PUB DATE- 95
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Career Exploration; Career Guidance; *Career Planning; Elementary Secondary Education; Employment Qualifications; Guidance; *Guidance Objectives; *Guidance Programs; *Occupational Information; Occupations; Student Personnel Services
IDENTIFIERS- Guidance Materials; *Nebraska

This publication is designed to help individuals make well-informed career decisions and to guide them in the type of postsecondary education or training needed to prepare for a career. Numerous careers are listed here and grouped by interest area, such as artistic, scientific, and so on. For each career area listed, information is also given on high school subjects needed for adequate preparation, beginning salary ranges, growth potential, and recommended postsecondary education and training for entry into that field. Also listed

DESCRIPTORS- Adolescents; *Alcohol Education; Curriculum Guides; *Drug Education; *Grade 7; Health; Instructional Materials; Intervention; Junior High Schools; Prevention; Resource Materials; Substance Abuse

This educational program on drugs and alcohol provides a "No-Use" message to students. The curriculum maintains that alcohol, tobacco, and illicit drugs are unhealthy and harmful, and that society's laws and values are to be respected. The lessons build students' resistance to influences that encourage drug abuse and they promote safe, healthy, and responsible attitudes while correcting mistaken beliefs and assumptions about drugs and alcohol. Lessons appear on 36 "Task Cards" which are intended to be used once a week during a traditional school year. The sequence and frequency with which these Task Cards are used, though, is at the instructor's discretion. Cards may be completed individually or in a group. Each card contains a benchmark (a one or two line goal for the lesson), a short message that the facilitator can present to the students, and an activity, all of which are age appropriate. If students work in groups, they are encouraged to create and display a team name, a pennant or banner with their team symbol, a license plate, a team motto or slogan, and a simulated 1-800 phone number. Students are encouraged to adopt a cartoon character name, from a list in the back, and design a drug and alcohol poster with a message that features the cartoon character they have created. (RJM)

ED 381 737 CG 026 230

Drexler, Nora L.
Drug and Alcohol Awareness for Grade Eight.
PUB DATE- 94
NOTE- 32p.; For related teaching guides, see CG 026 222-229. Produced as part of the SPARKS (Smart People Act Responsibly to Keep Safe) educational program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Alcohol Education; Curriculum Guides; *Drug Education; *Grade 8; Health; Instructional Materials; Intervention; Junior High Schools; Prevention; Resource Materials; Substance Abuse

This educational program on drugs and alcohol provides a "No-Use" message to students. The curriculum maintains that alcohol, tobacco, and illicit drugs are unhealthy and harmful, and that society's laws and values are to be respected. The lessons build students' resistance to influences that encourage drug abuse and they promote safe, healthy, and responsible attitudes while correcting mistaken beliefs and assumptions about drugs and alcohol. Lessons appear on 36 "Task Cards" which are intended to be used once a week during a traditional school year. The sequence and frequency with which these Task Cards are used, though, is at the instructor's discretion. Cards may be completed individually or in a group. Each card contains a benchmark (a one or two line goal for the lesson), a short message that the facilitator can present to the students, and an activity, all of which are age appropriate. If students work in groups, they are encouraged to create and display a team name, a pennant or banner with their team symbol, a license plate, a team motto or slogan, and a simulated 1-800 phone number. Students are encouraged to adopt a cartoon character name, from a list in the back, and design a drug and alcohol poster with a message that features the cartoon character they

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Behavior; Case Studies; *Decision Making; Educational Practices; Elementary Education; Evaluation Criteria; Evaluation Research; *Institutional Characteristics; *Teacher Administrator Relationship; *Teacher Behavior
IDENTIFIERS- School Culture; *Teaching to the Test

Using a case-study approach, a study sought to describe what assessment looked like in four school districts (two schools per district, two classrooms per school). Interviews were conducted with students, parents, teachers, principals, and central office staff to understand assessment from multiple perspectives. Teachers were interviewed prior to and after three half-days of observation to understand assessment as part of classroom practice. Results indicated that the meanings of particular concepts, such as assessment, curriculum, and accountability, varied significantly across districts. The salient relationship was not the one between assessment and instruction, but rather the relationship of each of these to the decision-making model of the district. Generally, when assessment-as-test did appear to drive instruction, this relationship seemed to be an artifact of a model in which individuals ceded authority for decision making to outsiders. When assessment-as-test did not appear to drive instruction, this relationship seemed to represent a model in which individuals maintained the authority to make decisions within the framework of their individual and collective philosophies. Findings suggest that assessment-as-test does not necessarily drive instruction, and that when assessment-as-test does drive instruction, it does not drive it in a way that might be considered good instruction. (Contains 48 references and a table of data. The interview questions, and the observation and interview coding systems are attached.) (Author/RS)

ED 381 758 CS 012 114

Neuman, Susan B., Ed.; McCormick, Sandra, Ed.
Single-Subject Experimental Research: Applications for Literacy.
PUB DATE- 95
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; *Classroom Research; Elementary Secondary Education; Higher Education; Language Arts; *Literacy; *Reading Research; *Research Design; *Research Methodology; Student Needs; Theory Practice Relationship
IDENTIFIERS- Researcher Role; *Single Subject Research Design

Intended as a guide for both novice and experienced researchers, this collection of articles focuses on single-subject experimental research used for investigations in literacy. The premise of the collection is that this single-subject approach allows researchers--both those from outside the classroom and teacher-researchers--to discover how an instructional intervention affects the student actually in need of assistance. The articles and their authors are: (1) "What Is Single-Subject Experimental Research?" (Sandra McCormick); (2) "Reversal Designs" (David B. Yaden, Jr.); (3) "Multiple-Baseline Designs" (James Kucera and Saul Axelrod); (4)

the puller of levers but also as he or she who adopts a certain position toward "the subject." Excerpts from three autobiographical writings--concerning the electroconvulsive therapy of Uglo Cerletti, the lobotomy of Egaz Moniz, and the electrode implantations of Jose Delgado--demonstrate the extent to which scientists can objectify their subjects. However, the writings also demonstrate the extent to which these scientists cannot eliminate their own subjectivity. In describing their works, their subjectivity surfaces as egoistic absorption. Characteristically, the researchers reveal themselves as pioneers, venturing into unknown territory with courage, forthrightness, and insight. (Contains 14 references.) (TB)

ED 381 777   CS 214 783

Ornatowski, Cezar M.
Writing Rhetorical Histories of Modern Revolutions: Rhetoric and Political Change in Poland, 1952-1992.
PUB DATE- Mar 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Communism; Discourse Analysis; Foreign Countries; Higher Education; *Language Role; *Political Attitudes; *Rhetoric; Rhetorical Criticism
IDENTIFIERS- Historical Background; *Poland; *Public Discourse; Rhetorical Stance; Solidarity (Poland)

In the last 6 years, following the collapse of the Soviet Union, the countries of Central and Eastern Europe have been undergoing fundamental political reinvention. Scholars of language, literacy, and rhetoric can learn much from the study of rhetorical histories. Accordingly, a brief rhetorical history of these upheavals, particularly those in Poland, reveals the extent to which they are very much about the language of politics and public debate. According to literary professor Michal Glowinski, the major characteristic of Communist rhetoric in Poland was the dominance of simple, direct evaluation over sense. Such evaluations were always based on clear oppositions and polarizations: us vs. them, friend vs. foe, good vs. bad. It was thus a language that was already overinterpreted; each work, each expression, had one meaning and one meaning only. Because of this semantic reduction it did not tolerate synonyms or alternative ways of expression. Another major characteristic of this language was its strong "magical" quality: its orientation not towards describing reality but towards bringing it about. Desirable states were talked about as though they already existed. In the 1980s, public frustration and demands for real dialogue and meaningful reforms, coupled with a deteriorating economy, led to an acute rhetorical crisis. Ironically, Solidarity entered the elections with a program whose articulation painfully resembled, in spite of the differences in substance, the traditional rhetoric of propaganda. One problem continuing to face Poland is the persistence of the polarizing, valuative rhetoric, which originated in totalitarian discourse. (TB)

ED 381 778   CS 214 786

Shamoon, Linda

however, the assumption is that the teacher presenting the syllabus has designed it and feels invested in its goals. However, at many universities, a majority of the first-year English composition sections are taught by graduate teaching assistants (TAs) who did not create the standard syllabus but are required nonetheless to teach it. This poses a unique set of ethical questions as yet unaddressed. A paradigm from Iris Marion Young's "Justice and the Politics of Difference" suggests that a politically-driven syllabus designed by someone higher on the academic hierarchy than the TA teaching the course is unethical. The graduate student is placed in a position in which economics forces a decision she is uncomfortable with. A study sent questionnaires to 49 TAs at a major midwestern university; 19 were returned. The questionnaire asked the TAs to reflect on the syllabus from the point of view of their ethical and moral beliefs. Responses showed both ends of the spectrum, both those who did not find themselves ethically troubled and those who were deeply troubled. The strongest response came from a first-year TA who found the department "ethically reprehensible." (TB)

ED 381 798   CS 214 811

Mahala, Dan; Swilky, Jody
Rhetoricizing the Teacher's Position: Or What To Make of the Ghost of "Process" in Multicultural Pedagogies.
PUB DATE- Mar 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; Expressionism; Higher Education; Multicultural Education; *Teacher Role; *Writing Processes
IDENTIFIERS- Composition Theory; *Process Approach (Writing)

Peter Medway recounts the beginnings of the language across the curriculum (LAC) movement in Britain in the 1950s and 1960s when teachers were troubled by their encounters with bright but non-academic working-class children who failed in school and yet whose verbal resourcefulness and fertility were an inescapable fact. Thus teachers were led to the conclusion that the failure of this group should not be ascribed to slowness or dullness but rather to "a discontinuity between two sorts of language, theirs and the school's." This thumbnail sketch of the British expressivist writing movement recovers the social activist roots of the expressivist movement--something that has been lost in conceptualization of the classroom community as a "safe place" where the uniqueness of the student's voice can be heard through his or her rendering of "experience" and "authenticity." Given the greater depth of thinking about difference that multicultural and postcolonial theory has made available, post-process pedagogies can no longer equate official voices and knowledge with the voice of the teacher. An illustration of one student essay shows one approach to teaching expressivist writing--encouraging students to tell stories as a means of articulating the different ways they align themselves with and against social norms and mainstream thinking. One aim of such an approach is to recognize the self as always emerging from an interaction between cultures. (TB)

ED 381 799   CS 214 812

empowered students to devise their own teaching/training strategies. Shortcomings of the project were that it exposed students to only a limited number of topics and works of literature in the field and that the quality of work produced by students suffered. (Contains 15 references and five appendixes of evaluation sheets, and assessment and survey items and scores.) (TB)

ED 381 818 CS 508 874

Dixson, Marcia D.
The Role of Communication in Mediating the Difference between Children's Expecations about and Experiences of Parent-Child Relationships: Children's Models of Relationships.
PUB DATE- Nov 94
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; Elementary Education; Higher Education; Individual Development; *Parent Child Relationship
IDENTIFIERS- *Child Expectations; *Family Communication

A study investigated three propositions concerning parent-child relationships: (1) that parent-child relationships influence/build children's relational models; (2) that subsequent relationships may alter those models; and (3) that communication is a means through which children can reconcile these differences. About 90 elementary-aged children participated. First, they wrote letters to their parents in school. Second, a packet was sent home to be filled out by the parents. Third, children were interviewed by an interviewer unaware of the study's hypotheses. Results showed that the difference between a child's model and his/her reports of the actual parent-child relationship will be negatively related to the quality of everyday communication reported in the parent-child relationship. Also, the difference between a child's model and his/her reports of the actual parent-child relationship will be negatively related to the level of conversation orientation. This study calls for speculation and exploration of the possible links between family communication processes and the reasoning processes of children, especially about social events such as relationships. The finding that a strong conversation orientation is linked to less difference between children's expectations and experience of parent-child relationships should reassure parents who are trying to let children do their own thinking. (Contains two tables of data and 22 references.) (TB)

ED 381 819 CS 508 878

Bode, Robert A.; Krolokke, Charlotte
Teaching Communication Ethics by Encouraging Values and Habits.
PUB DATE- Feb 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Western States Communication Association (Portland, OR, February 10-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Acting; *Cultural Enrichment; *Drama; Higher Education; Interviews; *Playwriting; Popular Culture; Secondary Education; Television
IDENTIFIERS- *Laughter on the 23rd Floor; *Simon (Neil)

This booklet presents a variety of materials concerning Neil Simon's play "Laughter on the 23rd Floor." After a brief introduction to the play, the booklet presents a profile of the playwright, several lists of his accomplishments, information on his work for television, a quiz about plays, biographical information on the producer, director, actors and designers, and a 3-item list of additional readings. (RS)

ED 381 837 CS 508 904

Carr, John C.
The Who's "Tommy." Spotlight on Theater Notes.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 9p.; Produced by the Performance Plus Program, Kennedy Center Education Department. Funding also provided by the Kennedy Center Corporate Fund. For other guides in this series, see CS 508 902-906.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Acting; *Cultural Enrichment; *Drama; Higher Education; Interviews; *Playwriting; Popular Culture; *Rock Music; Secondary Education
IDENTIFIERS- Historical Background; Musicals; *Tommy (Rock Opera)

This booklet presents a variety of materials concerning The Who's rock opera "Tommy." The booklet discusses the plot, the character of Tommy, highlights of "Tommy"'s 25-year history, the evolution of "Tommy," biographical information on the producer, director, actors and designers, awards won by the rock opera, "Tommy"'s statement about power, and "Tommy" as high-tech theater. (RS)

ED 381 838 CS 508 905

Carr, John C.
"How To Succeed in Business Without Really Trying." Spotlight on Theater Notes.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 13p.; Produced by the Performance Plus Program, Kennedy Center Education Department. Funding also provided by the Kennedy Center Corporate Fund. For other guides in this series, see CS 508 902-906.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Acting; *Cultural Enrichment; *Drama; Higher Education; Playwriting; Popular Culture; Production Techniques; Secondary Education
IDENTIFIERS- Historical Background; *How to Succeed in Business Without Really Trying; Musicals

This booklet presents a variety of materials concerning the current revival of the 1961 play "How to Succeed in Business Without Really Trying." After a brief introduction to the play, school districts design and implement local multicultural programs. The curricula developed by local schools are intended to foster respect for diversity and for improved relationships among individuals of diverse cultures. The handbook outlines the components of a district plan, steps in the planning cycle, assistance provided by the Nebraska Department of Education, and statewide program assessment. Appendices contain specific guidelines for staff development, the development of a supportive school environment, the promotion of community involvement, the dimensions of multicultural education, ideas for teaching/learning activities, and answers to commonly asked questions. An annotated list of multicultural resource centers across the nation is included. (LMI)

ED 381 859 EA 026 642

Charter Schools: A Growing and Diverse National Reform Movement. Statement of Linda G. Morra, Director, Health, Education, and Human Services Division. Testimony before the Subcommittee on Labor, Health and Human Services, Education, and Related Agencies, Committee on Appropriations, U.S. Senate.
PUB DATE- Jan 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Contracts; Educational Innovation; Elementary Secondary Education; Federal Regulation; *Government School Relationship; *Institutional Autonomy; *Nontraditional Education; School Restructuring; State Legislation
IDENTIFIERS- *Charter Schools

This testimony on charter schools is based on a report prepared at the request of the Subcommittee on Labor, Health and Human Services, Education, and related agencies by the General Accounting Office. Remarks focus on charter schools' instructional innovations, autonomy, accountability systems, and the challenges they pose for federal programs. Unlike traditional public schools, charter schools operate under charters or contracts with school districts, state education agencies, or other public institutions. The 134 charter schools approved thus far in the in nine states: Arizona, California, Colorado, Hawaii, Massachusetts, Michigan, Minnesota, New Mexico, and Wisconsin, have been developed by teachers, school administrators, parents, and private corporations. To date, 11 states have charter-school laws and another 14 may consider such laws in 1995. It is concluded that charter schools offer a new model for public schools that can be freer than traditional schools to use diverse and innovative approaches to education. The autonomy of charter schools poses challenges for holding them accountable for student performance. Accountability depends in part on how well student performance is assessed and reported. A final issue is whether charter schools can be treated as local education agencies (LEAs) for the purpose of receiving federal funds. The Secretary of Education has said that the Department of Education intends to encourage states to develop legal arrangements that best support state and local purposes and will work with states to address issues raised by the General Accounting Office on a case-by-case basis. (LMI)

ED 381 860 EA 026 644

Conditions for Change: Georgians Talk about How To Improve Public Schools and Education. A Strategic Policy Paper.

problems. However, the models should be applied with care, recognizing the underlying conditions present in the private sector that may or may not be present in public schools. The public educational system is constrained by: (1) the lack of an educational "market"; (2) the weak link between school performance and funding; (3) operating procedures and organization that are structured to manage existing environmental resource dependencies; (4) a locus of control that stresses strict control over inputs rather than outcomes; and (5) diverse organizational goals. Two tables are included. (LMI)

ED 381 878 EA 026 664

van Niekerk, E. J.
Key Factors in the Rise of Mass Popular Education and Their Relevance for Education in Southern Africa in the Twenty-First Century.
PUB DATE- Oct 94
NOTE- 22p.; Paper presented at the Annual Meeting of the Southern African Comparative and History of Education Society (4th, Botswana, South Africa, October 25-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Developing Nations; *Economic Development; *Educational Development; Elementary Education; Foreign Countries; Industrialization; Industrial Structure; *Public Education; Social Stratification; Social Structure
IDENTIFIERS- Africa (South)

This paper identifies the historical factors that played a key role in the rise of mass popular education and describes how these factors relate to education in Southern Africa in the 21st century. The broad overview of developments since the Renaissance begins with the Protestant Reformation, which established a theoretical basis for elementary vernacular education. Subsequent social forces that rivaled religious control of elementary schools are also discussed: the advent of modern science, the rise of nationalism and democracy, the decline of the feudal system, and the Industrial Revolution. The Industrial Revolution gave rise to the idea that global progress and equality could and should be achieved by integrating all nations into industrialized forms of civilization. Because the rise of modern systems of mass popular education is linked to the advent of "developed," industrial civilization, education has also played a role in destroying traditional ways of existence in agricultural societies. This leads to questions about the function of education in developing countries. On one hand, there is concern about uneven developmental patterns in the world and increasing social stratification. On the other hand, cynicism exists as to whether developing countries can integrate meaningfully into an industrial type of civilization. The paper ends with the following questions: (1) Is it imperative for Southern Africa to become integrated into the Western model of development, and if so, what are the implications for education?; (2) Does Southern Africa have the economic base, infrastructure, and developed manpower to sustain accelerated development and what are the implications for educational planning?; (3) How can educational provision be matched with Southern African developmental needs?; (4) How can educational costs be contained while taking Southern Africa's developmental needs and capacity into account?; and (5) What is the function expenditures in the previous fiscal year. Of this total, about $135 billion were for instruction, $76 billion were for support services, and approximately $10 billion were for noninstructional services. The states spent an average of $5,170 per pupil. Of this amount, an average of about $3,155 was spent for instructional services, $1,781 for support services, and $235 for noninstructional purposes. Technical notes, definitions, four tables, and one figure are included. (LMI)

ED 381 897 EA 026 689

Helping Middle Level and High School Students Develop Trust, Respect, and Self-Confidence.
PUB DATE- Feb 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; Conflict Resolution; Early Adolescents; Educational Cooperation; Educational Philosophy; Elementary School Students; High Schools; High School Students; Intermediate Grades; Junior High Schools; Junior High School Students; *Middle Schools; Preadolescents; School Guidance; School Role; Self Efficacy; *Self Esteem; *Student Development
IDENTIFIERS- Middle School Students

Adolescents are entering middle level schools today with more sophisticated skills and a broader range of positive experiences than ever before. However, middle-school students undergo major physical, emotional, social, and cognitive changes. This publication describes the role of educators and the school in helping middle-school students develop the values of trust, respect, and self-esteem. Although principals and teachers should collaborate as team members, the first two of the following strategies are aimed at principals: (1) investigate resources; (2) assume the competency of students; (3) expect success; (4) provide a safe environment; (5) encourage moral reflection; (6) provide students with volunteer opportunities; and (7) provide conflict-mediation experiences. Four schools with effective middle-school programs are also described. Short Pump Middle School in Glen Allen, Virginia, has classrooms comprised of both regular and special-needs students. The middle-school philosophy of absolute teaming is successfully utilized at the Hall-Dale Middle School in Hallowell, Maine. Effective conflict-mediation programs have been initiated at Washington Middle School in Albuquerque, New Mexico, and at Highland Park High School in Detroit, Michigan. Each of the school principals reported the same key to success--involving the entire faculty, staff, and community. (LMI)

ED 381 898 EA 026 690

Webster, William E.
Voices in the Hall: High School Principals at Work.
PUB DATE- 94
NOTE- 81p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Responsibility; *Administrator Role; Board Administrator Relationship; Discipline Policy; Educational Change; Educational Environment; High Schools; Leadership; *Principals;

recommendation concerning the state board's leadership role in promoting inclusion. The fifth chapter discusses the recommendation concerning personnel in an inclusive system. Actions urged include merging special education and general education training programs and reducing the number of specialized teaching certificates. The final chapter examines the recommendation concerning the relationship between funding and disability label, and considers flat funding to discourage over-identification, funding formulas, linking special education and general education finance reform, creating special incentives for inclusion, and using various funding sources. The report concludes with a checklist considering the roles of other groups in creating an inclusive system, including parents/families, teachers, local boards and local school administrators, special educators, state legislators, federal government, and higher education. (Contains 60 references.) (DB)

ED 381 917 EC 303 863

Crowley, Susan L.
Family Functioning in Families of Children with Disabilities: An Intensive Psychometric Investigation of Five Family Measures.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 27 Feb 95
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Disabilities; Early Childhood Education; Early Intervention; Elementary Secondary Education; *Evaluation Methods; *Family Characteristics; Family Problems; Longitudinal Studies; *Measurement Techniques; *Psychometrics; Questionnaires; Rating Scales; Statistical Analysis; Test Reliability; Test Validity
IDENTIFIERS- Family Adaptability Cohesion Evaluation Scales; Family Inventory of Life Events; Family Resource Scale; Family Support Scale; Parenting Stress Index

This study used data from 992 cases in 16 longitudinal studies of the Early Intervention Research Institute to evaluate five measures of family functioning: (1) Family Adaptability and Cohesion Evaluation Scale-III; (2) Family Support Scale; (3) Family Resources Scale; (4) Parenting Stress Index; and (5) Family Inventory of Life Events. Introductory information notes the need for research in this area and describes the methods used in data collection and analysis. For each of the five measures, data are generally provided on the following psychometric aspects: internal consistency and test-retest reliability; confirming structure; improving structure; confirming new structure and measuring invariance; normative data; and validity information. Extensive tables present detailed displays of the data. Five appendices provide additional descriptive statistical analysis of the five measures. (Contains 43 references.) (DB)

ED 381 918 EC 303 864

Gardner, Daniel; Hartman, Rhona C.
Financial Aid for Students with Disabilities, 1995. Update.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 95
NOTE- 12p.

Youth Experiencing Sensory Impairments (TRACES) Project was to provide technical assistance to state and multistate projects to improve the quality of existing placements and services for children with deaf-blindness. Seven major objectives guided project activities: assist projects to identify training/program needs and develop state technical assistance plans; provide projects with technical assistance to address training/program needs; develop a consultant pool of experts to plan and deliver technical assistance; disseminate information from project reports, research findings, and journal articles to the field; develop monographs that address topical issues and administrative functions in service delivery; provide technical assistance in preparing and submitting federally required data; and provide planning and support for project directors' meetings. This report contains an overview of major activities associated with each project objective, outcomes of each objective, and financial records. Appendices contain: (1) forms and meeting agendas used in administering the project; (2) a resource listing of consultants with an index by state and areas of experience; (3) a monograph by Anita C. Briggs and Rich Mulholland titled "Grant Writing Services for Children with Deaf-Blindness Program"; and (4) a monograph by Kathryn Wolff Heller and Cheryl Kennedy titled "Etiologies and Characteristics of Deaf-Blindness." Contains 41 tables. (JDD)

ED 381 937 EC 303 883

Carter, Susanne; Moore, Caroline
Inclusion: An Annotated Bibliography. Supplement.
PUB DATE- Dec 94
NOTE- 81p.; For the full document, see ED 372 573.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Case Studies; Check Lists; *Disabilities; Early Childhood Education; *Educational Methods; Educational Philosophy; Educational Policy; Elementary Secondary Education; *Inclusive Schools; Legal Responsibility; Mainstreaming; Position Papers; Staff Development; Teacher Education

This annotated bibliography provides a listing of approximately 75 journal articles, reports, teaching models, symposia proceedings, monographs, and videotape recordings on inclusion of students with disabilities in regular education settings. The listing is organized by subject categories, including case studies, checklists, early childhood, fiscal implications, legal issues, legislation, philosophy, policies, position statements, research, staff training/preparation, strategies/implementation, teacher education/certification, videos, and miscellaneous. (JDD)

ED 381 938 EC 303 884

Lynch, James
Provision for Children with Special Educational Needs in the Asia Region. World Bank Technical Paper Number 261. Asia Technical Series.
PUB DATE- 94
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Comparative Education; Delivery Systems; *Disabilities; Early Childhood Education; *Educational

ED 381 957 EC 303 904

Kane, Dennis; And Others
Act 230 in Vermont. What's Happening: Students; Classrooms; Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 95
NOTE- 32p.; A part of the State Education Agency Federal Evaluation Studies Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Outcomes of Education; Program Effectiveness; Pupil Personnel Services; *Regular and Special Education Relationship; *Special Needs Students; *State Legislation; State Surveys
IDENTIFIERS- *Act 230 (Vermont)

This report presents results of Year 1 of a 2-year Vermont study of the extent to which the goals of State Act 230 (which requires schools to develop a comprehensive system of education services including an instructional support system for students with special needs) have been realized. The study includes an assessment of the degree to which 220 individual students have been successfully supported; a statewide survey of all special education administrators (57 responses) regarding implementation of Act 230; and a qualitative study of two elementary schools effectively implementing Act 230. Key findings are presented in a question and answer format for the following topics: outcomes for prior special education students; outcomes for current special education students; outcomes for students who had been served through instructional support teams; integration of special education and other support services; personnel delivering special education and support services; characteristics of students receiving support services; changes in curriculum and instruction; effects of instructional support teams on schools; effects of professional development activities; and funding issues. A chart contrasts effective and ineffective ways to implement Act 230. A final section identifies four challenges which address the needs for: (1) adequate, predictable funding; (2) professional development; (3) meeting the needs of students with challenging behavior; and (4) forging connections to the community. (DB)

ED 381 958 EC 303 905

Communicating and Interacting with People Who Have Disabilities.
PUB DATE- Jul 94
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Cerebral Palsy; Deaf Blind; *Disabilities; Epilepsy; Hearing Impairments; *Interpersonal Communication; Learning Disabilities; Mental Disorders; Mental Retardation; Physical Disabilities; Speech Impairments; Visual Impairments; Wheelchairs
IDENTIFIERS- Tourette Syndrome

This manual provides guidelines to offices of the Equal Employment Opportunity Commission for effective interaction and

(1) the history of the status of fathers, how it has changed, and why father involvement is an issue; (2) current regulations at the federal level which explicitly provide for or mandate father involvement; (3) court decisions which encourage or mandate father involvement with children having disabilities; and (4) implications for special educators of increased mandated father involvement. Two strands in current theories concerning mandated father involvement are noted: one which insists that father involvement is important and to be encouraged and the other which urges ultimate maternal control over child rearing. Four models of father influence on child development are compared: new dad, traditional dad, vestigial dad, and feared dad. A table identifies references in the Code of Federal Regulations concerning fathers' responsibilities. The almost exclusive emphasis in the law on the financial responsibilities of fathers is noted. Recent court decisions in various states concerning fathers of children with disabilities are summarized. Suggestions for encouraging more inclusive father involvement complete the paper. (Contains 38 references.) (DB)

ED 381 979   EC 303 927

Fritz, Marie F.; Miller, Maury
Teacher Perceptions: Impacts of Planning for Inclusion.
PUB DATE- 6 Apr 95
NOTE- 13p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Demonstration Programs; *Disabilities; Elementary Education; Elementary School Teachers; *Inclusive Schools; Mainstreaming; Social Integration; Staff Development; *Teacher Attitudes; Teacher Background
IDENTIFIERS- Indiana

This study attempted to identify variables supportive of inclusive programming for children with disabilities from the teacher's perspective. Structured interviews with 10 teachers at two pilot elementary schools in Indiana addressed issues concerning type and frequency of staff development, site visits to inclusive schools, previous experience with students having Individualized Education Programs (IEPs), previous experience in joint planning and teaching, experience planning social interaction interventions, experience with adaptations of the regular curriculum, and experience implementing teaching/learning strategies. Teachers in the two schools tended to see the more inclusive school as student-centered and the less inclusive school as placement-centered. Perceptions of the teachers at the two schools are quoted and compared concerning: instruction for students with IEPs, implementing inclusion in the classroom, the educational climate and school environment, planning and preparation, personnel roles and functions, and inclusion as a concept. (DB)

ED 381 980   EC 303 928

Obiakor, Festus E.; Ford, Bridgie Alexis
Restructuring and Reforming: "Rat Race" for Excellence or Failure?
PUB DATE- 7 Apr 95
NOTE- 14p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd,

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; Communication Problems; Comparative Analysis; Cross Cultural Training; *Cultural Differences; *Cultural Traits; English; Foreign Countries; *Intercultural Communication; Language Usage; Regional Characteristics; Second Language Instruction; *Social Attitudes
IDENTIFIERS- China; *Taboos; Taiwan; United States

Taboo or forbidden topics of conversation are compared for Taiwan, the Republic of China, and United States. Emphasis is on the conveyance of conversational conventions in second language teaching. First, the concept of conversational taboos is examined, noting the non-transferability of taboos across cultures and languages. Four kinds of taboos to be addressed in classroom language instruction are examined: (1) phonological-linked examples of inappropriate usage, such as homonyms or expressions forbidden to certain groups within the culture; (2) animal-linked metaphors and inappropriate animal-related vocabulary; (3) comments on physical attributes, age, income, personal matters, and gestures; and (4) subjects for which euphemisms are expected, including some superstitions. It is recommended that such cultural elements be introduced and explained in the second language classroom to promote cultural sensitivity alongside language learning. (MSE)

ED 382 000 FL 022 804

Shen, Yin-Shyan Irene
Social Influence on Verbal Expressions: Cross-Cultural Communication between the Peoples of Taiwan, R.O.C. and the United States of America.
PUB DATE- 28 Dec 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Modern Language Association (New York, NY, December 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese; College Students; Comparative Analysis; Contrastive Linguistics; Cultural Differences; *Cultural Traits; *English; Foreign Countries; Higher Education; *Intercultural Communication; Language Usage; Oral Language; Questionnaires; Social Behavior; *Social Influences; *Speech Acts; Surveys
IDENTIFIERS- China; *Politeness; Taiwan; United States

A study of social and cultural factors that affect the appropriateness of verbal expressions in different languages focuses on the comparative uses of three common expressions ("thank you, I'm sorry, excuse me" and their equivalents) in English and Chinese. First, the usage patterns of the three expressions are explained briefly, and the study is then described. In the study, a Chinese and English version of a questionnaire were administered to two groups of university students: 19 English-dominant students of Mandarin Chinese at the City College and 26 Mandarin-dominant students of English from English as a Second Language (ESL) classes at Taiwan Normal University. The questionnaires consist of 15 vignettes with questions designed to elicit appropriate verbal behaviors and the reasons for them. Results show that the two subject groups' answers did not correspond on nine of the vignettes, suggesting significant differences in perception of the appropriate behaviors in specific situations. Implications for cross-cultural communication are discussed. (MSE)

PUB DATE- Dec 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Bilingual Education; Chinese; Classroom Techniques; Cultural Awareness; English (Second Language); Language Attitudes; Language Proficiency; Mathematics Instruction; *Outcomes of Education; Parent Participation; Portuguese; Program Design; *Program Effectiveness; Program Evaluation; Science Instruction; Second Language Instruction; Social Studies; Spanish; Staff Development; Student Attitudes; Teaching Methods; Tests; Uncommonly Taught Languages
IDENTIFIERS- *Content Area Teaching; *Two Way Bilingual Education

A review of 35 reports evaluating 27 two-way bilingual education programs is reported. All programs represented meet basic criteria for language of instruction, student characteristics, and emphasis on developing bilingualism. The review examined program characteristics and student outcomes, when available. Results are summarized in the following areas: language proficiency in Spanish, English, Chinese, and Portuguese language proficiency; Spanish and English reading achievement; Spanish and English writing achievement; Spanish and English math achievement; Spanish and English science achievement; Spanish and English social studies achievement; additional content-area results; student self-perception and language/cross-cultural attitudes; staff development activities; parent involvement activities; and teaching methodologies and classroom strategies. Contains five references. (MSE)

ED 382 022 FL 022 925

McCarthy, Brian
Grammar Drills: What CALL Can and Cannot Do.
PUB DATE- 94
NOTE- 25p.; Paper presented at the Meeting of EUROCALL (Karlsruhe, Germany, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; *Computer Assisted Instruction; Computer Attitudes; Computer Graphics; Feedback; Foreign Countries; *Grammar; *Individualized Instruction; Instructional Effectiveness; *Pattern Drills (Language); Recordkeeping; Scoring; Second Language Instruction; *Second Languages; Student Attitudes; Textbooks; Tutorial Programs
IDENTIFIERS- Australia

The contributions and limitations of computer technology in the presentation of grammar drills, particularly in a second language, are examined by comparing and contrasting the new technology with traditional textbook instruction. It is noted that, in many ways, computer-assisted language learning (CALL) is a derivative form of traditional language teaching, but that CALL has some specific advantages in seven areas: organization of materials; display of items; volume of material and random presentation; feedback, scoring and record-keeping; focused tutorial assistance; graphics and animation; and cognitive direction. Each of these areas is discussed briefly, and some additional pedagogical by-products discovered by the author are noted, including allowing student control; audio-cuing, and recording and storage of student responses; the computer's

(080)
DESCRIPTORS- *Japanese; *Linguistic Theory; Nouns; *Phrase Structure; Pronouns; Structural Analysis (Linguistics)
IDENTIFIERS- *Reflexives
The predominant view of the binding facts of the Japanese reflexive "zibun" is that there are two types of uses; one is as a reflexive that is to be bound by the clause-mate subject, and the other is as the so-called "logophoric" pronoun. Accordingly, the binding theory of "zibun" along the lines of this view will take the form of disjunction: "zibun" is bound by a Noun Phrase (NP) if the NP is the clause-mate subject or it is a logophoric NP. In this paper, a conceptually more unified theory is proposed that suggests every instance of "zibun" should be bound by a point of view, and it is demonstrated that such a view is superior to the disjunctive view empirically as well as conceptually. Contains 14 references. (JL)

ED 382 045 FL 023 048

Sohn, Joong-Sun
The Reflexive Suffix -V in Hualapai.
PUB DATE- 95
NOTE- 16p.; For complete volume, see FL 023 039.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Discourse Analysis; *Grammar; Language Research; Linguistic Theory; *Suffixes; Uncommonly Taught Languages
IDENTIFIERS- *Hualapai; *Reflexives
Like many other languages, Hualapai employs the reflexive suffix for several different grammatical purposes. Unlike those languages, however, constructions with a reflexive marker in Hualapai are usually not ambiguous with respect to the expected meanings. This paper identifies four functions that the reflexive suffix may have: reflexive, reciprocal, stative, and instantive. It is shown that constructions with a reflexive -v are usually not ambiguous, but have clearly separate functions. Contains 11 references. (JL)

ED 382 046 FL 023 049

Swift, Mary
An Ethnopoetic Analysis of a Traditional Kashaya Gambling Narrative.
PUB DATE- 95
NOTE- 31p.; For complete volume, see FL 023 039.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *American Indian Culture; Cultural Context; *Discourse Analysis; Games; Indigenous Populations; Language Research; Narration; *Oral Language; *Pomo; Symbolism; Uncommonly Taught Languages
IDENTIFIERS- California; *Gambling; *Kashaya Pomo (Tribe); Native Americans; Poetic Forms; Rhetorical Structure
This paper places the text of a Kashaya traditional narrative in cultural context and analyzes linguistic, poetic, and rhetorical features that contribute to its artistry. In part, this necessitates a reconstruction of the culture that gave rise to the narrative itself, in the tradition of much Native American anthropology, as both the language of the narrative

*Research Universities; *School Community Relationship; *Social Change; Socioeconomic Influences
IDENTIFIERS- *Knowledge; Knowledge Management

This book addresses the relationship between research universities and the knowledge needs of post-industrial society, focusing on the increased importance of knowledge generation and organization for the economic and social well-being of society. It also discusses how research universities can build better linkages between the expanding knowledge within both the university and in society and can increase the applications and accessibility of that knowledge. Chapter 1 examines the concept of knowledge and the challenges that research universities face. Chapter 2 discusses three spheres of human activity for which knowledge is an increasingly critical resource, namely economic growth, social development, and civic culture. Chapter 3 provides an overview of demographic, social, and economic forces giving rise to constituencies with special knowledge needs to which the work of universities is especially relevant. Chapter 4 offers a matrix for identifying specific knowledge needs by constituency and potential programs to serve those needs. Chapters 5, 6, and 7 describe exemplary programmatic responses at major American research universities to support economic development, enhance human capacities, and nurture a vital civic culture. Chapter 8 serves as a conclusion, summarizing the key characteristics of effective research university outreach programs. (Contains approximately 170 references.) (MDM)

ED 382 065   HE 028 252

Keeping College Costs Affordable: Review of Trends in Tuition and Fees.
PUB DATE- 2 May 95
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Community Colleges; *Educational Policy; *Educational Trends; Governing Boards; Higher Education; National Norms; *Paying for College; Private Colleges; State Norms; *State Programs; State Universities; *Student Costs; Student Financial Aid; Trend Analysis; *Tuition
IDENTIFIERS- *Illinois

This report examines recent national and Illinois trends in college tuition and fees, instructional costs and state support, indicators of economic conditions and families' ability to pay for colleges, and student financial aid. It also includes general affordability goals for Illinois higher education and recommendations on keeping college costs affordable. The report demonstrates that, between 1985 and 1995, tuition and fees charged to students attending public universities, community colleges, and private institutions increased at rates greater than inflation. Substantial increases in state and federal student financial aid programs were not sufficient to offset these increases for financially needy students. The report recommends that governing boards must consider multiple factors when implementing tuition and fee increases, such as cost to students, students' ability to pay, and the availability of financial assistance to offset costs for certain students. Two appendixes contain the Illinois Board of Higher Education's goals and policies on student affordability and a series of tables on college tuition and affordability trends. (MDM) years in 1992. Nearly half of minority doctoral recipients planned to be employed by educational institutions in 1992. (MDM)

ED 382 087 HE 028 274

Otuya, Ebo; Mitchell, Alice
Today's College Students: Varied Characteristics by Sector.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Students; Age Differences; *College Students; *Community Colleges; *Demography; Disabilities; Enrollment; Foreign Students; Graduate Students; Graduate Study; Higher Education; Minority Groups; *Private Colleges; *Public Colleges; Self Supporting Students; Sex Differences; *Student Characteristics

This report provides a statistical profile of today's college students disaggregated by sector, namely students at public two-year colleges, public four-year colleges, independent four-year colleges, and graduate students at public and private universities. It found that about 41 percent of community college students and 10 percent of four-year college students carried less than a half-time course load in 1991. About 20 percent of community college and 5 percent of four-year college students were non-degree seekers. Students classified as financially independent accounted for nearly half of all undergraduates, representing 66 percent of the students at community colleges, 48 percent at independent 4-year colleges, and 37 percent at public four-year colleges. It also found that 20 percent of undergraduates at four-year institutions were 25 years of age or older, and that students from racial/ethnic minority groups represented 25, 20, and 14 percent of the enrollment at community colleges, four-year colleges, and graduate schools, respectively. Students with disabilities represented 8, 5, and 6 percent of the enrollment at community colleges, public four-year colleges, and independent four-year colleges, respectively. (MDM)

ED 382 088 HE 028 275

Horton, Nancy; Andersen, Charles
Linking the Economy to the Academy: Parallel Trends.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Economic Factors; Educational Finance; Educational Needs; *Educational Trends; Employment Patterns; Family Income; Federal Aid; *Government Role; *Higher Education; *Paying for College; State Aid; Student Financial Aid; Trend Analysis
IDENTIFIERS- Savings

This report highlights recent and projected economic trends that affect higher education, focusing on national economic conditions, government support for higher education, students' ability to pay for college, and labor market trends. It found that the U.S. economy, as measured by the gross domestic product (GDP), is projected to grow at a slightly slower rate between 1992 and 2005 than it did during the 1979-1992 period. The share of GDP spent on higher education reached 3.1 percent in 1992, up from 2.6 percent in 1980. Between 1980 and 1993, resources, and facilities; technology/technical program needs; and curriculum/program assessment and evaluation. Based on the findings of a 16-question survey of county residents, a review of related literature, and the findings and recommendations of the 6 subcommittees, 21 recommendations concerning the following areas were identified and developed: target markets; competency-based curriculum; assessment; technical, basic, and work skills; technology literacy; technology for enhancement of learning; multiple-level certificates; product guarantee; magnet, future, coordinated, and school-to-work programs; finance; maximum use of resources; ongoing review of all programs/services; maximization of human resources; bonuses/incentives; restructuring the advisory board; profit centers; accountability; and customer orientation. The recommendations will serve as a basis for all future strategies and quality control activities. (MN)

ED 381 619   CE 068 699

Business Education Framework for Nebraska Schools. Kindergarten through Grade Twelve.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; Competence; *Competency Based Education; *Educational Improvement; Educational Trends; Elementary Secondary Education; Futures (of Society); *Integrated Curriculum; State Curriculum Guides; *State Standards
IDENTIFIERS- *Nebraska

This document contains the Nebraska Curriculum Framework for K-12 business education. The framework provides essential strategies for designing curriculum, instructional programs, and best practices necessary for effective teaching and learning. The business education framework was designed to be used by schools in examining current curriculum, determining important revisions, and considering the implementation of national standards such as those being developed by the National Business Education Association. The document contains the following components: (1) overview--purpose and definition of a curriculum framework; essential elements for quality programs; planning for business education in Nebraska, the business education strategic plan (four phases); a format for performance standards, with examples; and a business education framework model; (2) performance standards for enhancing curriculum integration K-12; (3) essential skills and concepts and performance standards; (4) business administration performance standards; (5) information technology performance standards; (6) assessment; and (7) base components. Four appendixes profile two tech prep implementation models and a high performance learning model and list 22 references. (KC)

ED 381 620   CE 068 700

Brewer, Rick L.
Building Business-Education Partnerships through Extended-Campus and Pre-Apprenticeship Programs.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English

ED 381 639 CE 068 742

American Vocational Education Research Association Proceedings (Dallas, Texas, December 9-13, 1994).
PUB DATE- Dec 94
NOTE- 419p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Career Choice; Educational Attitudes; Educational Innovation; Educational Philosophy; Educational Policy; *Educational Research; *Educational Trends; *Education Work Relationship; Postsecondary Education; Program Development; Program Implementation; Secondary Education; Teacher Characteristics; *Technology Education; Tech Prep; *Vocational Education
IDENTIFIERS- Michigan; North Carolina; Ohio

The following papers are included: "Emerging Themes in Youth Apprenticeship Programs" (Evanciew); "Improving the U.S. System of School-to Work Transition for Youth and Young Adults" (Stone); "Recent National Studies and Reports on Education and Economic Reform" (Ellibee); "Improving Employment Readiness of Urban Youth" (Womble, Ruff, Jones); "'Vocational' Student Participation in Vocational and Academic Courses in Illinois High Schools" (Roegge, Flesher, Evans); "Perceptions and Practices of Georgia Guidance Counselors Regarding Agricultural Education Programs" (Woodward, Herren); "Career Indecision Types of Rural Adolescents in the Career Exploration Stage" (Rojewski); "Perceptions of Regular and Special Population Students toward Enrollment Practices and Career Value of Their Current Vocational Education Program" (Presley, Flowers, Jewell); "Analysis of Students' Classroom Experiences in Vocational and Academic Classes" (Schmidt); "Teacher Use of Assessment Information in Ohio Vocatonal Education Programs" (Kershaw, McCaslin); "Measuring Academic and Other Performance in Vocatonal Education" (McCaslin, Headley); "The Effects of Cooperative Learning Methods on Achievement, Retention, and Attitudes of Home Economics Students in North Carolina" (Abu, Flowers); "Is Tech Prep Really Reform?" (Bragg, Hammons); "Attitudes of North Carolina Principals toward Secondary Vocational Education Programs in Technology Education" (Jewell); "Technology Education in Transition" (Wicklein, Hill, Daugherty); "Identifying Priorities for Tech Prep Teacher Education" (Wentling, Roegge, Bragg); "The Knowledge and Perceptions of Michigan Secondary Vocational Education Administrators toward Vocational Student Organizations" (D'Haem, Wamhoff, Elliot); "Contributions of Vocational Education to Education Reform as Perceived by Vocational Education Policy Influencers" (Watkins); "Principals' Perceptions of Non-Traditional Gender Vocational Teachers" (Rolling, Burnett); "Multivariate Analysis of Perceptions Held by Vocational Educators toward Female Participation in Nontraditional Programs" (Sheng); "A Comparison of the Educational Philosophies of Training and Development Professors, Leaders, and Practitioners" (Spurgeon, Moore); "Teacher Characteristics Related to the Adoption of Agriscience Curriculum in Virginia Agricultural Education Programs" (Rudd, Hillison); "Speaking about School Climate in Emerging Vocationalism" (Hernandez-Gantes, Phelps, Jones, Holub); and "Families' Contributions to Adolescents' Preparation for Work" (Rossman, Way). (KC)

ED 381 640 CE 068 743

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Cross Cultural Training; Functional Literacy; *Global Education; *International Trade; *Literacy Education; Reading Skills; Skill Development; *World Geography
IDENTIFIERS- *Marine Occupations; Maryland (Baltimore); *Workplace Literacy

This set of learning modules was developed during a project to deliver workplace literacy instruction to individuals employed in the more than 50 businesses related to the activities of the Port of Baltimore. It is intended to accomplish the following objectives: familiarize students with basic concepts of geography; give students knowledge of geographic techniques, basic cartographic techniques and analysis, information about world trade and transport, knowledge of ongoing issues in world geography, and a concept of regional and cultural relativity; enhance students' knowledge of the world's regions and nations; familiarize students with common trade routes; and enhance students' understanding of the world marketplace. The first module is intended to introduce students to the course objectives and intent and determine the extent of their geographic knowledge. The following topics are covered in the remaining seven modules: geographic techniques and concepts; the North Atlantic region; South America; Africa; the Middle East; Northern and Central Asia; and East Asia, Pacifica, and Australia. Each module contains objectives, procedures, and student handouts. (MN)

ED 381 660 CE 068 764

Thomas, Randy Ann
Participant Perspectives: A View from Three Adult Tutorial Programs in New Hampshire.
SPONS. AGENCY- New Hampshire State Library, Concord.
PUB DATE- Jun 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Adult Basic Education; *Adult Literacy; *Library Role; *Library Services; *Literacy Education; *Program Attitudes; Program Implementation; Program Improvement; Student Attitudes; Teacher Attitudes; *Tutorial Programs; Tutors
IDENTIFIERS- *New Hampshire

A study was conducted of three New Hampshire library literacy tutorial programs to determine the strengths and weaknesses of the adult tutorial programs, staff development, and training needs, and the role of the public library in promoting adult literacy services. Data were gathered through a two-phase process begun in October 1993. A survey was mailed to 531 students and tutors in 3 adult tutorial programs in the state. From this population, a sample of 30 self-selected respondents was identified for interviews. From January to May 1995, five students and five tutors from each program were interviewed, as well as the program coordinators. In addition, three focus groups of students, tutors, and coordinators were convened. The findings from the student surveys and interviews suggest that the adult tutorial programs are a highly responsive and effective means for delivering adult literacy services. Students indicated that the tutorial relationship was a primary

A Guide to Research for Educators and Trainers of Adults. Second Edition.
PUB DATE- 95
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Action Research; *Adult Education; Adult Educators; Data Analysis; Data Collection; Educational Research; Graduate Students; *Literature Reviews; Participatory Research; Research Design; *Research Methodology; Research Projects; Research Proposals; Research Reports; *Research Skills; Student Research; Trainers; *Training

This book was developed to provide guidance in the process of systematic inquiry in the field of adult education and training. The book contains 11 chapters. It begins with an introduction and overview of the research process, followed by two chapters on how to shape a research problem and conduct a review of the literature that will help to inform and structure the investigation. Chapter 3 explains the purposes and functions of a literature review and how to go about doing one. The middle four chapters are on various methodologies: experimental and descriptive designs; historical and philosophical inquiry; qualitative methods; and action, participatory, critical, and feminist research designs. The last four chapters cover these topics: data collection procedures, writing up the findings of a study, ethical dilemmas in doing research, and graduate research. The chapters include examples of research studies from adult education and training to illustrate important points. Each chapter includes reference lists. The book includes a glossary of 61 terms and an index. (KC)

ED 381 679 CE 068 805

Clark, Karen L.
Innovations in Higher Education: Meeting the Needs of the American Workplace Adult Learner, Is It Education or Training?
PUB DATE- 15 Feb 95
NOTE- 7p.; Paper presented at the National University Research Institute's Annual Lifelong Learning Conference (4th, San Diego, CA, February 15, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Corporate Education; *Economic Development; Educational Economics; Educational Needs; Employment Practices; Futures (of Society); *Human Capital; *Labor Force Development; *Lifelong Learning; On the Job Training; Organizational Effectiveness; *Productivity

The value of education in the workplace is becoming more evident as businesses face the challenges of the 20th century. Teaching and learning will become even more important for corporate success. If corporations are to be more productive, then one must change the way corporations and the people in them are viewed. Employees can no longer be perceived as individuals expected to do their job without thinking, reasoning, or even challenging company practices and policies. Employees must be viewed as adult learners who must be appreciated for their intellectual growth and rewarded for their human spirit. Edmonds' Effective Schools Model from the 1970s can be adapted to form Clark's Effective Company Model, which includes eight correlates that emphasize collaborative planning, clear goals,

School Strategies: Motivating Students To Work Hard To Meet High Performance Standards. High Schools That Work Site Development Guide #6: Extra Help and Time.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- 94
NOTE- 29p.; For related documents, see CE 068 851-855.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Academic Standards; Administrator Role; Demonstration Programs; Educational Needs; Educational Practices; Educational Strategies; Educational Technology; High Risk Students; High Schools; *High School Students; Homework; *Motivation Techniques; *Noncollege Bound Students; Parent Participation; Program Development; Program Implementation; Regional Programs; School Restructuring; Special Programs; *Student Motivation; Teacher Role; Vocational Education
IDENTIFIERS- *High Schools that Work

This guide is the sixth in a series of guidelines designed to be a framework for positive action at the school site and in the classroom through the High Schools That Work (HSTW) program, an effort to raise the achievement of career-bound students. It explains how providing students with a system of extra time and help can motivate them to meet high performance standards. Presented first are five reasons why the Southern Regional Education Board recommends that educators, parents, and community leaders should assist noncollege-bound students. Next, the goals and key practices of the HSTW program and the recommended program of study for career-bound high school students are listed. The necessary conditions for providing students with a system of extra help/time are discussed. The following strategies are suggested: (1) provide counseling and advisement services to help students discover a niche and achieve success; (2) hold students to higher standards and help them understand what it takes to meet those standards; (3) provide extra help and time for students to meet higher standards; (4) use technology to help students meet higher standards; (5) assign homework to motivate students to meet higher performance standards; (6) involve parents and the community; (7) arrange special help services for at-risk students; and (8) change the school's organization. Descriptions of exemplary practices at HSTW sites are included throughout the guide. (MN)

ED 381 699 CG 025 526

Hiebert, Bryan
A Framework for Quality Control, Accountability, and Evaluation: Being Clear about the Legitimate Outcomes of Career Counseling.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Mar 94
NOTE- 24p.; Paper presented at the Symposium on Issues and Solutions for Evaluating Career Development (Halifax, Nova Scotia, Canada, March 3-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

are some public and private colleges, as well as some private career schools. Job search information is provided to help those starting a new career or to aid those looking for part-time work. Included are tips on developing a professional-appearing resume, succeeding in a job interview, and ways to identify basic job skills. Information on educational and career opportunities available through the military and School-to-Work programs is also featured. The last several pages of the publication are devoted to agriculture-related careers. (RJM)

ED 381 718   CG 026 195

Safe Schools Resource Guide.
PUB DATE- Jun 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescents; Children; Crime Prevention; *Educational Environment; Elementary Secondary Education; *Intervention; *Prevention; *Schools; School Safety; *School Security; Victims of Crime; *Violence
IDENTIFIERS- North Carolina

This guide was developed in response to a state act. The state's Board of Education was required to develop a list of recommended conflict resolution and mediation materials, models, and curricula that address responsible decision making, the causes and effects of school violence and harassment, cultural diversity, and nonviolent methods for resolving conflict, including peer mediation, and then make the list available to local school administrative units. The guide is intended to assist its users in locating services, materials, and assistance on the topics cited above. It is not intended as a definitive listing of the numerous programs, organizations, books, curricula, training, and other information that are available. The materials are presented in eleven categories: (1) curriculum materials; (2) training; (3) programs or models; (4) books/articles/papers annotated; (5) books/articles/papers not annotated; (6) videos; (7) publishers; (8) organizations; (9) school resource officer program; (10) Safe schools grantees; and (11) intervention/prevention strategies. Two appendices provide criteria for selecting a violence prevention curriculum as well as instructional media conflict resolution materials. (RJM)

ED 381 719   CG 026 196

McCutcheon, Lynn E.
Demonstrating How Graphology "Works."
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; Content Analysis; *Demonstrations (Educational); Evaluation Methods; *Evaluation Problems; *Evaluation Research; *Handwriting; Higher Education; Personality Assessment; Psychological Evaluation; Teaching Methods
IDENTIFIERS- Fraud; *Graphology

Graphology is the systematic study of handwriting as a clue to personality. The same term has been applied to less valid have created. (RJM)

ED 381 738 CG 026 231

Longhi, Dario; And Others
ADATSA Treatment Outcomes: Employment and Cost Avoidance: An Eighteen Month Follow-Up Study of Indigent Persons Served by Washington State's Alcoholism and Drug Addiction Treatment and Support Act. Report No. 4-19.
PUB DATE- Nov 94
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcoholism; *Cost Effectiveness; Drug Addiction; *Drug Rehabilitation; Employment; Employment Patterns; *Employment Programs; Employment Statistics; *Followup Studies; Homeless People; Poverty; *Program Costs; Program Evaluation; Vocational Followup
IDENTIFIERS- *Washington

This report provides a cost-benefit analysis of a program that provides publicly-funded treatment and support for persons who are addicted to alcohol or other drugs and who are judged to be indigent, unemployable, and incapacitated due to their addiction. The study focused on two client outcomes: (1) determine employment outcomes during an 18 month follow-up period; and (2) analyze whether public service costs incurred by treated clients decreased after treatment, giving rise to a potential cost-avoidance effect of public investment in chemical dependency treatment. Data were derived from clients' case records and from persons eligible for the program but who received no treatment. Some of the key findings included positive employment outcomes in which more clients became substantively and continually employed after treatment than did non-clients--even more gained jobs after extra vocational training; a favorable cost avoidance effect of treatment for a majority of clients, with the cost avoidance impact of treatment being largest among younger clients and among clients without mental health problems; and a mortality rate among regular clients that was 5.7 times higher than the general population of the same age and gender. Seven appendices supply methods and statistical models. Contains 38 references. (RJM)

ED 381 739 CG 026 232

Partnerships against Violence: Promising Programs. Volume 1: Resource Guide.
PUB DATE- Dec 94
NOTE- 449p.; For Volume 2, see CG 026 233.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Clearinghouses; Drug Abuse; Family Violence; Information Sources; *Prevention; Program Descriptions; Program Guides; Programs; Rehabilitation; Substance Abuse; Victims of Crime; *Violence

This volume represents the first step in an effort to build a central repository of promising anti-violence programs. Part of a cooperative venture in the federal government, this resource guide draws on information stored in more than 30 Federal clearinghouses and resource centers. Included here are programs developed by government agencies, private foundations, religious and fraternal associations, and others. This volume presents about 600 specific programs now operating throughout

"Alternating-Treatments Designs" (Susan B. Neuman); (5) "Statistical Analysis Procedures for Single-Subject Designs" (Michael L. Kamil); (6) "Combining Single-Subject Designs with Qualitative Research" (Tanja L. Bisesi and Taffy E. Raphael); (7) "Teachers Using Single-Subject Designs in the Classroom" (Judith A. Braithwaite); and (8) "Important Issues Related to Single-Subject Experimental Research" (Annemarie Sullivan Palincsar and Andrea DeBruin Parecki). Three appendixes conclude the collection: Appendix A--"Conventions for Displaying Data on Line Graphs" (Sandra McCormick); Appendix B--"Comparison of Research Methodologies Commonly Used in Literacy Investigations" (Sandra McCormick); and Appendix C--"Single-Subject Experimental Research Studies with Literacy-Related Themes" (Susan B. Neuman). (NKA)

ED 381 759   CS 012 115

To Baby with Love: Baby's First Nursery Rhyme Book.
PUB DATE- 95
NOTE- 24p.; Compiled by the "Books for Babes" Committee of Perry County, Indiana.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Elementary School Students; Habit Formation; Parent Child Relationship; *Reading Aloud to Others; *Recreational Reading; Student Developed Materials; *Young Children
IDENTIFIERS- *Nursery Rhymes; Reading Motivation

Intended for parents to read to their infants and young children, this booklet of mostly traditional nursery rhymes has been designed and illustrated by elementary school students. Each of the 16 nursery rhymes in the booklet is accompanied by short instructive or informational remarks which reiterate the importance of parents' reading to their children and offer advice and encouragement for parents. A certificate for successful daily reading is included, and student illustration credits and a suggested reading list are attached. (NKA)

ED 381 760   CS 012 116

Sullivan, Emilie P.; Donoho, Grace E.
Reading Interests of Gifted Secondary School Writers.
PUB DATE- 10 Nov 94
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Gifted; Individual Development; Reading Attitudes; *Reading Interests; Reading Research; *Reading Writing Relationship; *Recreational Reading; Secondary Education; *Secondary School Students; Student Surveys; Writing (Composition)
IDENTIFIERS- Arkansas

A study investigated the relationship between reading and the writings of gifted secondary school writers, especially their

Survival Tactics: Rethinking and Redesigning a Writing Program during the New Abolitionism.
PUB DATE- May 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Apprenticeships; *College Programs; *Curriculum Evaluation; Higher Education; Instructional Innovation; Program Evaluation; Rhetoric; Undergraduate Students; Writing (Composition); *Writing Instruction; Writing Workshops
IDENTIFIERS- *University of Rhode Island

At the University of Rhode Island, instructors in English and other disciplines are looking critically at the writing program. At present that program offers a range of basic, intermediate and advanced undergraduate writing classes--courses that are grounded in at least two sets of assumptions that deserve scrutiny. The first set of assumptions views composition as a basic requirement that students should fulfill before going on to other college course work: whatever a student learns in elementary composition is believed to be transferable to new material, new disciplinary thinking, and new assignments. The second set of assumptions centers on the pedagogy of composition (as opposed to rhetoric). According to Robert Schwegler, composition differs from rhetoric in that: (1) it focuses on the individual in the act of creating (while rhetoric focuses on a discursive field and practices that make it up); (2) it aims at the production of discrete texts (while according to rhetoric theory no single text or performance is complete in itself); and (3) it insists that students discover and embody personal meaning in texts (while rhetoric views writing as interpolation, a process of entering into a discursive field). A new writing program at Rhode Island would use the theory of rhetoric to make writing an ongoing process. Using the apprenticeship model, faculty would coach undergraduates over a long period of time, six to eight semesters. Group work with other members of a discipline would also be a part of the program. (TB)

ED 381 779 CS 214 788

Millstone, David H.
An Elementary Odyssey: Teaching Ancient Civilization through Story.
PUB DATE- 95
NOTE- 227p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060),Books (010)
DESCRIPTORS- *Class Activities; Curriculum Design; Elementary Education; *Greek Civilization; *Greek Literature; Instructional Innovation; *Integrated Activities; *Interdisciplinary Approach; Story Telling; *Student Motivation
IDENTIFIERS- Cultural Studies; Historical Background; *Odyssey

Adopting an interdisciplinary, story-centered approach, this book suggests new ways for elementary school students to study the ancient world. The book focuses on "The Odyssey," approaching the epic poem by having students create their own rough cartoons, vivid murals, and elaborate dioramas of Greek culture. The book suggests class activities such as retracing Odysseus's voyage on contemporary maps; scripting and producing fantastic puppet shows; reading various versions of "The

Kuhne, Michael
Gender Tracing and Literacy Narratives.
PUB DATE- Mar 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; Higher Education; Instructional Innovation; Interdisciplinary Approach; *Literacy; Sex Role; Student Reaction; *Writing (Composition); Writing Instruction
IDENTIFIERS- *Writing Contexts

A good way "to get at gender" is to ask students to write about their literacy because literacy is a good catalyst for discussion and analysis regarding the complexities of gender. A number of recent articles connect composition studies with issues of gender, including those by Elizabeth Flynn, Geoff Sirc, Linda Peterson, Don Kraemer Jr., and Lester Faigley. Further, articles by Janet Carey Eldred and Peter Mortensen, Mary Soliday, Linda Brodkey, and Deborah Brandt stress the usefulness of literacy narratives. Indeed Brandt's article did much to change one instructor's approach to teaching literacy narratives. Working with other instructors, he has recently changed the literacy assignment, away from the "narrative" or the "literary" and toward a student accounting of his or her literacy. In his class, students exchange their accounts of literacy with one another and in small groups of three to four, they do collaborative, quasi-ethnographic studies of them. They write impressions and share those impressions; they sift and sort different aesthetic and critical scrims, usually of their own devising, and invariably groups will return to gender as one of those scrims. (Contains 20 references.) (TB)

ED 381 800 CS 214 813

Edwards, Bruce L.
The Reports of Its Death Are Greatly Exaggerated: Tagmemics and the Politics of Indifference.
PUB DATE- Mar 95
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Epistemology; Higher Education; Language Role; *Linguistics; Linguistic Theory; *Rhetoric; Rhetorical Theory; *Tagmemic Analysis; Theory Practice Relationship
IDENTIFIERS- *Pike (Kenneth L)

In 1965, Richard Young and Alton Becker announced the task of founding a "modern theory of rhetoric," building on the insights of tagmemic linguist, Kenneth Pike. Five years later, their collaboration with Pike resulted in a textbook, "Rhetoric: Discovery and Change," whose broad purpose was to restore invention to its proper place at the heart of practical rhetoric and to reconceive of writing as a problem-solving, discovery process. Despite these accomplishments, the current state of tagmemics in composition studies is a sad one; most

(120),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship; *Citizenship Education; Citizenship Responsibility; Cultural Differences; Democracy; *Democratic Values; *Ethics; *Habit Formation; Higher Education; Intellectual Freedom; *Moral Development; Nominal Group Technique; *Speech Communication
IDENTIFIERS- Small Group Communication

Learning the values of respect for the individual, fairness, responsible exercise of freedom, and belief in each person's ability to understand democracy is possible. Students should learn to practice four communication habits: the habit of search (teaching students that they are accountable and responsible for what they say); the habit of justice (teaching students to present facts and opinions fairly); the habit of preferring public to private motivations (teaching students to openly reveal their information sources); and the habit of respecting dissent (teaching students to allow and encourage diversity of viewpoints). Possible outcomes that may result from the teaching of such values and habits are: (1) students could learn important conflict resolution skills which may be useful in their familial, student-to-student, student-to-teacher, and community relationships; (2) students may learn that diverse voices enrich perceptions and increase understanding, cooperation, and compromise rather than the reverse; (3) students may learn that how a person communicates tells a great deal about ethical character and genuine orientation toward communicating; and (4) students may learn to participate in lively and spirited discussions about the issues of the day. Nominal group technique, a small group exercise during which members alternate between individual work in the presence of others and verbal interaction as a group, is a recommended technique for working with students on communication ethics. It is a step-by-step exercise in which the teacher can customize effective questioning and guidance. (TB)

ED 381 820   CS 508 882

Howard, Heather A.
Communication Practices of Yesteryear: A Qualitative Analysis of Business and Professional Communication Textbooks in the Last Ten Years.
PUB DATE- Nov 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business Communication; *Communication Skills; Higher Education; Qualitative Research; Student Needs; *Textbook Evaluation; Textbook Research; *Textbooks
IDENTIFIERS- Teacher Surveys

In 1993, E. Perrigo and D. Gaut surveyed 222 business communication professors and received the names of textbooks that there instructors used. From the list, 10 were chosen and examined to discover what the authors deemed important knowledge for business students. Areas identified were: (1) the role or importance of communication in business settings; (2) communication viewed from the standpoint of the model; (3) writing ability; (4) specific types of written communication;

the booklet discusses the plot of the play, how it went from best seller to prize-winning musical, biographical information on the lead actor (Matthew Broderick) and the playwright (Abe Burrows), a quiz about plays, and biographical information about the composer/lyricist (Frank Loesser), the author of the book on which the play is based, the director, the choreographer, and the designer. (RS)

ED 381 839 CS 508 906

Carr, John C.
"Crazy for You." Spotlight on Theater Notes.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 17p.; Produced by the Performance Plus Program, Kennedy Center Education Department. Funding also provided by the Kennedy Center Corporate Fund. For other guides in this series, see CS 508 902-905.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Acting; *Cultural Enrichment; *Drama; Higher Education; Playwriting; Popular Culture; Production Techniques; Secondary Education
IDENTIFIERS- *Crazy for You; Historical Background; Musicals

This booklet presents a variety of materials concerning the musical play "Crazy for You," a recasting of the 1930 hit, "Girl Crazy." After a brief historical introduction to the musical play, the booklet presents biographical information on composers George and Ira Gershwin, the book writer, the director, the star choreographer, various actors in the production, the designers, and the musical director. The booklet also offers a quiz about plays, and a 7-item list of additional readings. (RS)

ED 381 840 CS 508 907

Carr, Gail A.; Flynn, Rosalind
"Walking the Winds": American Tales, the Kennedy Center Traveling Young Players. Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 5p.; Project also funded by the Kennedy Center Corporate Fund and the Morris and Gwendolyn Cafritz Foundation. For other guides in this series, see CS 508 908-910.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Class Activities; *Drama; Elementary Education; *Enrichment Activities; *Folk Culture; *Production Techniques; Story Telling
IDENTIFIERS- *Drama in Education; Musicals; *Walking the Winds

Designed to be used before and after attending a performance of "Walking the Winds" (an original musical which dramatizes stories from a variety of ethnic American cultures using local young people as actors), this cue sheet presents information about the performance and suggests activities that can be done with classmates, friends, or family members. After noting that "Walking the Winds" is a story theater performance of flight, journeys, escape, and obstacles encountered and overcome, the cue sheet discusses (and suggests activities related to) props, dialogue, characters, scenery, costumes, pantomime, and

SPONS. AGENCY- Georgia Chamber of Commerce, Atlanta.; Georgia
  Partnership for Excellence in Education, Atlanta.
PUB DATE- Dec 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Finance; Elementary
  Secondary Education; *Majority Attitudes; Parent School
  Relationship; *Public Opinion; *Public Schools; School
  Community Relationship; School Restructuring; School Security;
  *Social Attitudes; *Statewide Planning
IDENTIFIERS- *Georgia

This document contains findings of a survey that examined the opinions of Georgia citizens on their state's public education system. Data collection, based on The Harwood Group Policy Dialogues approach to public issues research, included: (1) discussions with four focus groups of approximately 12 participants each; (2) a statewide telephone survey of 500 Georgians; and (3) a full-day discussion session with 2 panels of 16 citizens. Findings indicate that improving public education is a top priority for most Georgians. Section 1 presents seven key principles for building sustainable change: (1) acknowledge citizen concerns; (2) build on the common ground that already exists; (3) set realistic expectations; (4) start small; (5) show progress; (6) find ways for everyone to act; and (7) engage people. The second section highlights people's baseline concerns about education--they want more accountability, safe and caring schools, better communications with schools, schools that emphasize learning, and a commonsense approach to improving schools. Section 3 describes participants' attitudes toward the following: order in the schools, parental and community involvement, teacher training, technology in the schools, and school administration. The appendix describes the research methodology and lists eight principles of conducting a successful policy dialogue. (LMI)

ED 381 861   EA 026 645

Bolman, Lee G.; And Others
Becoming a School Board Member.
PUB DATE- 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For
  Practitioners) - Non-Classroom Use (For Administrative and
  Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; *Board of Education Role;
  *Boards of Education; Elementary Secondary Education; Governing
  Boards; Interprofessional Relationship; *Organizational
  Effectiveness; *Orientation; Policy Formation; Politics of
  Education; Role Conflict; Socialization

This book was designed to help school board members work together to create an effective school board. Guidelines are based on the premise that organizational effectiveness depends on individuals having the ability to recognize others' frames of reference and to utilize multiple frames. The four frames commonly used by leaders include the structural, political, human resources, and symbolic frames. The book uses the fictional story of a committed female novice to illustrate the challenges that face the new school board members as she makes the transition from novice to veteran. In chapter 1, the newly of development aid within the Southern African context? (LMI)

ED 381 879 EA 026 665

Fiscal Guidelines for Federal and State Aided Grants. Revised 1994.
PUB DATE- 94
NOTE- 47p.; For earlier report, see ED 333 598.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; Categorical Aid; *Compliance (Legal); Elementary Secondary Education; *Federal Aid; Financial Audits; Grants; Guidelines; Specifications; *State Aid
IDENTIFIERS- *New York

This document provides general guidelines for the financial management of federal and state grants by local agencies. The publication was prepared by the Categorical Aid Management Team at the New York State Department of Education. Part 1 describes funding procedures for federal- and state-aided grants and for special legislative projects. Part 2 contains four financial forms required for federal or state grant programs--a budget proposal, a request for funds, a proposed amendment, and a final expenditure report. The third part contains guidelines for complying with financial audits, including general criteria, specific criteria, and audit procedures. Appendices contain formats for the notification of grant awards, a request for audit information, a notice of overpayment, and a letter of approval for specific legislative projects. (LMI)

ED 381 880 EA 026 666

Hill, Paul T.
Reinventing Public Education.
SPONS. AGENCY- George Gund Foundation, Cleveland, Ohio.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 95
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Bureaucracy; *Contracts; Educational Economics; Elementary Secondary Education; *Free Enterprise System; *Governance; *Privatization; *Public Education; *School Restructuring; Standards
IDENTIFIERS- *Charter Schools

The goal of this report is to formulate a true alternative to the current form of governance for public education. Based on studies of governance in other large decentralized service organizations and of local educational reform efforts, the report concludes that there is a real alternative. The alternative allows the schools to be operated by a variety of public and private organizations, based on school-specific contracts that would define each school's mission, guarantee public funding, and establish standards and procedures for accountability. The report argues that contracting creates positive performance incentives for school staffs; ensures that public funds are spent at the school level; and deflects pressure for the overregulation of schools. Following the summary, acknowledgments, and introductory chapter, chapter 2

*School Based Management; School Community Relationship; Teacher Administrator Relationship

This book presents findings of a study that explored the changing role of the high school principal. Data were gathered from principals and central-office personnel through interviews in more than 150 high schools in 23 states and 7 countries. Following the introductory chapter, chapter 2 describes the autonomy of the principal's school-site decision making in areas of personnel, curriculum, and budgets. In chapter 3 the role of the principal as a change agent in the arenas of instruction, school improvement, and restructuring is examined. Chapter 4 focuses on the principal's role as a leader, motivator, and supporter of teachers, describing strategies for motivating teachers, structures for participative decision-making, and the status of teacher empowerment in the schools. Suggestions for interacting with students are presented in chapter 5, which stresses the importance of student success and creating a safe, orderly campus. The principal's role as a community leader is discussed in chapter 6, with a focus on reaching out to the community and involving businesses in the school. The final chapter offers several proposals: (1) site-based management should become a part of school governance; (2) principals and teachers should discuss changing roles and responsibilities; (3) the principal should develop a coherent personal management style based on personal strengths; (4) each school should have an organized plan for instructional improvement and innovation; (5) the central office must work with principals in establishing new relationships; (6) the principal, district, and teachers must work with unions to ensure that contracts are flexible enough to meet local needs; (7) schools must continue to reach out to all segments of the community; and (8) schools and universities should work closely together on research, planning, training, and evaluation. (LMI)

ED 381 899 EA 026 691

Rising to the Challenge: A New Agenda for California Schools and Communities.
PUB DATE- Mar 95
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Decentralization; Educational Assessment; Educational Change; Educational Improvement; *Educational Quality; Elementary Secondary Education; Performance; Public Education; School Based Management; *School Restructuring; School Support; *State Standards
IDENTIFIERS- *California

This document found that the California school system has managed to improve its efficiency and performance over the last decade. However, the system is strained to capacity and will have a difficult time meeting upcoming challenges. It must be redesigned to shift the responsibility for improving student achievement to the local level and replace the traditional school system with a new achievement-based system of schools. The report recommends that California establish statewide curriculum content and performance standards, a statewide assessment procedure, an accountability system, and a deadline for school districts' redesign. To shift to this new system, the state must change its focus from one of control to that of support. Suggestions are to focus on student achievement, reconnect schools and communities, and build a framework of

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Role; College Bound Students; College Students; *Disabilities; *Eligibility; Government Role; Higher Education; Parent Financial Contribution; *Paying for College; Scholarships; *Student Financial Aid; Student Loan Programs; Vocational Rehabilitation

This resource paper provides an overview of financial aid for postsecondary education. The discussion, reflecting information for the 1995-1996 school year, covers the various types of financial aid, the technical words and phrases used to discuss it, and the process involved in its disbursement. The paper discusses the roles and responsibilities of those who play a significant part in the process of providing aid to students with disabilities. Particular attention is given to those expenses which are considered disability related, and suggestions are made about ways in which some of those expenses may be met. A brief description of Vocational Rehabilitation (VR) agencies, the services that they may provide, and the interaction between the state VR agency and the financial aid office of a postsecondary institution is provided. The paper describes the financial aid application procedure and suggests timelines and resources for individuals seeking financial aid. Finally, suggestions are offered about additional possibilities for financial assistance, such as Supplemental Security Income, social security benefits, Talent Search programs, state programs, and private scholarships. Thirty-one organizations which offer disability-specific scholarships are listed, along with several colleges and universities offering similar scholarships. Twelve publications offering financial aid information are described. (JDD)

ED 381 919 EC 303 865

Americans with Disabilities Act.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 7p.; Reprints from articles appearing in "Information from HEATH" from 1990-1993.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Accessibility (for Disabled); *Civil Rights Legislation; College Students; *Compliance (Legal); *Disabilities; Employment; Federal Legislation; Federal Regulation; Higher Education; Labor Legislation
IDENTIFIERS- *Americans with Disabilities Act 1990; *Rehabilitation Act 1973 (Section 504)

This paper outlines key elements of the Americans with Disabilities Act (ADA) as the ADA pertains to businesses, public accommodations, transportation, and telecommunications. Implications of the legislation for postsecondary education institutions are then explored. The paper indicates that the ADA demands virtually the same standards for compliance in the employment area as Sections 503 and 504 of the Rehabilitation Act of 1973. Implications include renewed attention to disability access to facilities and programs, and increased use of campus facilities and programs by individuals with disabilities as transportation access improves. Differences between Section 504 and the ADA are analyzed, focusing on

Practices; *Educational Principles; Educational Trends; Foreign Countries; Inclusive Schools; *Special Education; Teaching Models; Trend Analysis
IDENTIFIERS- *Asia

Case study and documentary research techniques were used in this study to identify models of good practice in providing primary education for children with special educational needs in selected Asian countries. The report first synthesizes current trends in primary education for children with special educational needs. It identifies an international and regional shift in the definition of such children and their needs and defines seven principles for a new understanding of "inclusive" universal primary education, such as development of legal frameworks and policy, commitment to a child-centered educational philosophy, and commitment to shared responsibility within communities. Under each principle, the report identifies policy options and current practices, including ways of blending provision for children with special educational needs into regular systems. The report advances the case that without more appropriate and responsive provisions from primary schools, many children will continue not to attend or, if attending, will not succeed and will eventually drop out. The report sounds a warning note that such an education demands major changes in the way in which primary schooling is planned, implemented, and evaluated. Improvements are also called for in materials, curriculum, teaching methods, and professional training. The report concludes with a list of country contributors and consultants and a glossary. Contains approximately 175 references. (JDD)

ED 381 939 EC 303 885

Transition Services: A Planning and Implementation Guide.
PUB DATE- Jul 94
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Cooperative Planning; *Disabilities; *Educational Planning; *Education Work Relationship; Family Involvement; Federal Legislation; *Guidelines; *Individualized Education Programs; Postsecondary Education; Secondary Education; State Legislation; *Transitional Programs; Vocational Rehabilitation
IDENTIFIERS- *New York

This booklet contains guidelines for implementing a planning process that enhances the transition-related results of New York school districts' individualized education programs (IEP) for students with disabilities. The guide highlights applicable federal and state law and regulations and provides a logical process that addresses transition services requirements. The process enables parents, students, adult agency representatives, and other members of the school and community to work together to develop and carry out services. The guide addresses student and family participation, steps in the IEP process, a transition planning timeline, vocational assessment, the confidentiality release process, roles and responsibilities of school district staff, creating collaborative interagency arrangements, and referral for vocational rehabilitation services. Commonly asked questions are answered, and a list of contact persons at Regional Transition Coordination Sites is communication with people who have disabilities. Each chapter provides suggestions for interacting with people with a specific disability. In addition to general suggestions for fostering courteous interactions, chapters include specific suggestions regarding such aspects as sources of braillers, how to use the federal information relay service, finding interpreters, and how specific diseases are and are not transmitted. The following populations are addressed: (1) people who use wheelchairs; (2) people who are mobility impaired; (3) people who are blind or visually impaired; (4) people who are deaf or hard of hearing; (5) people who are deaf-blind or blind-deaf; (6) people who have speech impairments; (7) people who have epilepsy; (8) people who have mental retardation; (9) people with psychiatric disabilities; (10) people who have cerebral palsy and other conditions which have muscular or neurological limitations; (11) people with learning disabilities; (12) people with Tourette syndrome; and (13) people who have HIV (human immunodeficiency virus)/AIDS (acquired immune deficiency syndrome), hepatitis B, or other bloodborne diseases. A list of organizations concerned with each of the disabilities is attached. (DB)

ED 381 959 EC 303 906

Graham, Lesley P.; And Others
Effective Communication in Special Education Student Teaching.
PUB DATE- 8 Apr 95
NOTE- 20p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Skills; *Cooperating Teachers; *Disabilities; Elementary School Teachers; Elementary Secondary Education; Higher Education; Interpersonal Communication; *Interprofessional Relationship; Preservice Teacher Education; Secondary School Teachers; *Special Education Teachers; Student Attitudes; Student Needs; *Student Teachers; Teacher Supervision

A panel of student teachers reviewed information on perceived student teaching needs prior to and following special education student teaching experiences, focusing on needs regarding communication with the cooperating teacher. The panel created several lists of positive verbal and written supports for the special education student teacher. Uses of nonverbal communication were also reviewed. Four general techniques for enhancing the relationship between the student teacher and the cooperating teacher were identified: (1) quality time with the cooperating teacher; (2) a system of effective dialogue; (3) a change of self in the student teaching role; and (4) becoming aware of others with consideration of their needs. Lists of suggested positive words and phrases are attached. (DB)

ED 381 960 EC 303 907

Arceneaux, Marcia C.
A Secondary School's Experience: Is It Inclusion, or Is It School Reform?
PUB DATE- 9 Dec 94
NOTE- 32p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (Atlanta, GA, December 7-10, 1994).
LANGUAGE- English

Indianapolis, IN, April 5-9 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Cultural Differences; *Disabilities; *Educational Change; Educational Legislation; Educational Quality; Educational Trends; Elementary Secondary Education; *Equal Education; Higher Education; Politics of Education; *School Restructuring; *Special Needs Students; Teacher Education Programs; Trend Analysis
IDENTIFIERS- *African Americans

This paper considers the impact of school reform and restructuring programs on African-American students with exceptionalities and suggests strategies for general and special educators, policymakers, and administrators. It reviews the history of school reforms and concludes that the America 2000/Goals 2000 program and the 1990 Individuals with Disabilities Education Act both fail to address the needs of African-American and other at-risk students because of their heavy reliance on tests. Teacher education programs are also criticized for their heavy reliance on tests for admission and program completion as well as on their "soullessness" and "poverty of the teaching spirit." Most reform efforts are seen to address "quality" but not "equity" and thus cause more problems than they solve. Recommendations for responsible reform and restructuring programs for African-American exceptional learners include: (1) ensuring that adequate cultural knowledge is included in professional standards; (2) recruiting and retaining African-American general and special educators at all levels; (3) focusing on problem solutions and not problem politics; (4) addressing issues of equity and excellence; and (5) creating a Comprehensive Support Model to involve students, parents, schools, and communities. (Contains 19 references.) (DB)

ED 381 981 EC 303 929

Hallenbeck, Mark J.
The Cognitive Strategy in Writing: Welcome Relief for Adolescents with Learning Disabilities.
PUB DATE- 7 Apr 95
NOTE- 51p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; High School Students; *Instructional Effectiveness; Junior High Schools; Junior High School Students; *Learning Disabilities; *Teaching Methods; *Teaching Models; Writing (Composition); *Writing Instruction; *Writing Strategies
IDENTIFIERS- *Cognitive Strategy Instruction in Writing

This study adapted the Cognitive Strategy in Writing (CSIW) program, which had been effectively used with elementary students with learning disabilities (LD), to an older population of students. CSIW embodies three guiding principles: (1) effective writing is seen as a holistic enterprise involving the processes of planning, organizing, writing, editing, and revising; (2) teachers scaffold students' use of specific writing strategies; and (3) students write for

ED 382 001 FL 022 833

Shen, Yin-Shyan Irene
Teaching Chinese as a Second Language: Some Practical Methods.
PUB DATE- 21 Oct 90
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-Atlantic Association for Asian Studies (19th, New Jersey, October 1990).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Speech); *Chinese; Class Activities; Classroom Techniques; Contrastive Linguistics; *Cultural Awareness; Cultural Education; Games; *Grammar; Higher Education; *Ideography; Intonation; Phonetics; *Pronunciation Instruction; Second Language Instruction; *Second Language Learning; Sociocultural Patterns; Suprasegmentals; Tone Languages; Writing Instruction

Classroom techniques for teaching Chinese to students in the United States are presented for four areas of instruction: pronunciation; writing; grammar; and culture. A discussion of Chinese phonology offers comparisons with English phonetic patterns and articulation, and advises emphasizing pronunciation of individual syllables. It is also recommended that students be taught the four basic tones before the fifth is introduced, and that teachers not introduce suprasegmentals (contour, pitch) until students can perform four tones in sentences without difficulty. A parallel is drawn between the Chinese ideograph system and the English alphabet system, and it is suggested that characters are best introduced at the same time as the corresponding vocabulary. A method of character de-construction and re-construction is recommended for compound characters, with some attention given to cultural connotations and interconnected meanings of both character elements and compounds. When grammar is taught, emphasis on word choice over grammatical structure is advised. Finally, teachers are encouraged to incorporate cultural factors into language instruction from the beginning. Several games useful in Chinese instruction are noted. A brief bibliography is included. (MSE)

ED 382 002 FL 022 885

Rogers, Alan
Some Guidelines for a Literacy and Language Policy.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Developing Nations; Foreign Countries; Higher Education; International Cooperation; *Language Planning; *Literacy Education; *Mission Statements; *Policy Formation; Strategic Planning
IDENTIFIERS- *Language Policy; *University of Reading (England)

Guidelines are presented that were produced as a result of discussions at a gathering of international scholars and practitioners at an international seminar on "Sustaining Local Literacies: People, Language, and Power," organized by Education for Development and held at the University of Reading

literal approach to checking answers; minimal need for student writing; and ability to focus learner attention on a specific area of the screen. Some positive comments of students surveyed concerning computerized grammar drills are presented. A list of foreign language software developed at the University of Wollongong and a number of computer screens are appended. (MSE)

ED 382 023 FL 022 926

Conrad, Birgit; Rautenhaus, Heike
Innovations in Teachers' Education: Using the Concordancer as a Means for Students at University and at School Level.
PUB DATE- 94
NOTE- 12p.; Paper presented at the Meeting of EUROCALL (Karlsruhe, Germany, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Discourse Analysis; Electronic Mail; Elementary Secondary Education; Foreign Countries; Higher Education; *Indexes; *Language Patterns; Language Usage; Second Language Instruction; *Second Languages; Textbook Content; *Word Lists

The use of computerized concordances in second language teaching is discussed, drawing on the results of a study undertaken in a teaching seminar. In the study, a corpus of 401 English sentences from electronic mail (e-mail) texts written by American pupils to a German school were analyzed with an electronic concordancer and compared with 326 sentences from an English textbook commonly used in the schools. Analysis indicates that the e-mail texts: contained many verbs expressing liking and disliking, and infinitive constructions; contained many modifying constituents; and showed preferred use of "I am" instead of "I'm." It is concluded that the language of e-mail texts represents a variant that is part of the modern world but generally neglected in the foreign language classroom, and that use of concordances allows students to gain colloquial English, learn how to use it in social contexts, and learn in an explorative fashion, developing awareness of underlying structures and communicative functions. Contains eight references. (MSE)

ED 382 024 FL 022 927

Halliwell, Susan
Grammar Matters. Pathfinder 17. A CILT Series for Language Teachers.
PUB DATE- 93
NOTE- 48p.; Cartoons by Caroline Mortlock.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Educational Strategies; Foreign Countries; *Grammar; *Instructional Design; *Language Patterns; Pattern Drills (Language); Second Language Instruction; *Second Languages
IDENTIFIERS- Great Britain

Issues in the teaching of grammar in a second language are explored, and classroom presentation methods are discussed. The first chapter introduces four views of grammar and its use: as description; terminology; rules; and pattern. Each is illustrated with examples from instructional materials in several languages. In the second chapter, the direct and indirect approaches to teaching grammar are distinguished, and

and the gambling game it describes are no longer an active part of the Kashaya culture today. In the interim, the narrator of the gambling myth opened the door to linguists and anthropologists more than three decades ago to preserve as much traditional information as possible for future generations. Brief fragments of the narrator's formal and conversational speech are included as a narrow window onto the culture at that time to illustrate the prevailing conditions that facilitated preservation of the text. The gambling game depicts a traditional gambling game between coast creatures and forest creatures. Background information is provided on the game. The differences between the traditional context of telling coyote stories and the performance that is represented by the text are described. Finally, the poetic and rhetorical structure of the text in terms of grammatical and thematic parallelism, forms of reference, morphological marking, and other narrative devices are examined. Contains 39 references. (Author/JL)

ED 382 047 FL 800 829

Certificate in English for Speakers of Other Languages (CESOL): An Introduction and Overview.

PUB DATE- Nov 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Agents; *Communication (Thought Transfer); Course Content; *Course Objectives; Curriculum Design; Foreign Countries; Language Fluency; *Language Proficiency; Learning Processes; Learning Strategies; Listening Comprehension Tests; *Literacy Education; Measurement Techniques; Reading Skills; Speech Communication; Student Responsibility; Teaching Methods; Verbal Communication; Writing Skills
IDENTIFIERS- *Australia (New South Wales); *CESOL (Australia); TAFE

This document describes a certificate given for English for Speakers of Other Languages in Australia. The course leading to the certificate has four levels, grouped into two stages. Each Stage represents one semester's full time study. The certificate has four core modules: oral skills covering listening and speaking, written skills covering reading and writing, Australian Systems and Culture covering major social systems and institutions, and approaches to learning covering learning responsibility in the learning process. The modules incorporate the six aspects of language competence: procedural, technical, personal, cooperative, systems and public communication. Learner progress is measured against a set of learning outcomes for each module. The assessment criteria for the learning outcomes have as their goals breaking down language, literacy, and learning skills into small units, guiding teachers as to the salient features of each macro-skill area at each level, informing teaching methodology and teachers' construction of assessment events, and providing learners with an explicit statement of what assessment events will measure. The Certificate reflects recent developments in both educational thinking in general and language and linguistic theory in particular. Support materials for assisting teachers in implementing the Certificate are being developed. The Certificate seeks to enhance the effectiveness of language and literacy teaching. (CK)

ED 382 066 HE 028 253

Dwyer, David J.; Hecht, Jeffrey B.
Cheating Detection: Statistical, Legal, and Policy Implications.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cheating; *College Students; Court Litigation; Discipline Problems; Higher Education; *Identification; Legal Problems; *Multiple Choice Tests; Prevention; *Probability; School Policy; *Statistical Analysis; Teacher Student Relationship

This paper reviews the issues involved in using statistical data on multiple choice examination results as evidence of cheating among college student test-takers. Recent studies have demonstrated the large extent of academic dishonesty among American college students. Seeking to curb this trend, college faculty have been turning to statistical methodologies to detect cheating on multiple choice examinations. The paper maintains that no mechanistic detection method currently available can provide reliable evidence of cheating. Statistical evidence alone should not be used to accuse individuals of cheating, it is argued, since it cannot conclusively prove that cheating took place. The paper concludes by asserting that faculty and administration must work together to change the culture surrounding academic dishonesty from discipline to development, from prosecution to prevention. (Contains 34 references.) (MDM)

ED 382 067 HE 028 254

Update on Expenditure Trends in Illinois Higher Education. Item #5C.
PUB DATE- 2 May 95
NOTE- 132p.; For related documents, see ED 365 273, ED 366 281, and ED 366 286.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; College Administration; *Community Colleges; Educational Finance; *Educational Policy; *Educational Trends; *Expenditures; Higher Education; Income; Productivity; State Norms; State Programs; *State Universities; Tax Allocation; Trend Analysis; Tuition
IDENTIFIERS- *Illinois

This report provides a broad overview of higher education expenditure trends in Illinois from fiscal year (FY) 1990 to FY 1994. It focuses on allocations and expenditures since FY 1992, when the Priorities, Quality, and Productivity (PQP) initiative was implemented. Eighteen tables present statistical data on various categories of expenditures. During this period public universities and community colleges sustained institutional budgets without significant increases in state tax support through increases in tuition revenue and growth in local property taxes. The report recommends that colleges and universities continue to use benchmarks and other indicators to identify productivity and reinvestment opportunities in support activities. An appendix contains 32 tables that outline expenditures for research and public service, academic mission support, services to students, institutional management, federal appropriations for higher education, including research, increased from $30 billion to $33 billion in constant 1993 dollars. However, federal appropriations per full-time equivalent student decreased by about 9 percent in terms of constant 1993 dollars. The share of personal income that went to low- and middle-income families declined between 1980 and 1992, with their savings as a percentage of disposable income also declining. The Bureau of Labor Statistics projects that, with the exception of jobs in the service sector, the jobs expected to experience the most growth between 1992 and 2005 will require high levels of education. (MDM)

ED 382 089   HE 028 276

Otuya, Ebo
The Foreign-Born Population of the 1990s: A Summary Profile.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Demography; *Educational Attainment; Elementary Secondary Education; *Employment Patterns; English (Second Language); *Enrollment; Family Income; Higher Education; *Immigrants; *Language Proficiency; Low Income; Poverty

This report examined the demographic characteristics, educational attainment, language ability, labor force participation, and income levels of citizen and non-citizen immigrants in the United States in 1990. Based on recent census data, the report found that the foreign-born population of the United States, at nearly 20 million, is growing 4 times faster than the total U.S. population, and is the fastest growing segment of the population. Nearly 2.2 million immigrant children were enrolled in the nation's elementary and secondary schools, and about 2 million immigrants were enrolled in U.S. colleges and universities. Nearly half of all immigrants reported that they did not speak English "very well," and 28 percent reported they lived in households where very little or no English was spoken. About 20 percent of all immigrants in the civilian labor force were employed in managerial and professional fields. Of this figure, 44 percent were employed in health services and 29 percent were in educational services. As many as 45 percent of immigrants had household incomes lower than $25,000, and 15 percent of all immigrant families lived in poverty. (MDM)

ED 382 090   HE 028 277

Horton, Nancy; Knopp, Linda
Vital Signs for the Academy and the Health Professions.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Allied Health Occupations; *Allied Health Occupations Education; *Degrees (Academic); Educational Trends; *Employment Patterns; Enrollment; Graduate Medical Education; *Health Occupations; Higher Education; Majors (Students); *Medical Education; Salaries; Student Attitudes; Trend Analysis

This report examines data on degrees conferred in the health professions and the absorption of these professionals into the economy. Overall, the number of degrees awarded in the health professions increased by 10 percent between 1984-85 and 1991-92. However, during the same period, the number of degrees

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; Learning Activities; *Partnerships in Education; Program Development; *Program Implementation; Records (Forms); *School Business Relationship; Secondary Education; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Preapprenticeship Programs

This booklet is intended to assist vocational educators in building business-education partnerships through extended campus and preapprenticeship programs. It contains suggestions for implementing preapprenticeship, extended campus (job site), and apprenticeship-type programs that can be constructed within the framework of existing vocational education classes. Sample forms and materials are also provided. The following topics are covered: primary and fringe benefits of school-business partnerships in developing/implementing extended campus/preapprenticeship programs; tips for getting started; program implementation (time factors and schedules, student roles/responsibilities, liability considerations, day-to-day operations and procedures for monitoring them, and evaluation); program aftermaths; and basic differences between apprenticeship programs and extended campus/preapprenticeship programs. Two appendixes are also included. The first contains a sample extended campus agreement, liability waiver, and job site evaluation form. The second appendix is a sample learning guide containing the following: purpose and performance objectives, learning activities, employability attitudes, evaluation, written activity sheet, and essay summary of the learning experience. (MN)

ED 381 621 CE 068 701

Equality through Education. Women in Post-Compulsory Education and Training in Wales. A Summary of Research Prepared for EOC Wales = Cydraddoldeb drwy Addysg. Menywod mewn Addysg a Hyfforddiant wedi'r oed gorfodol yng Nghymru. Crynodeb o ymchwil a baratowyd ar gyfer ccc Cymru.
PUB DATE- Sep 94
NOTE- 31p.
LANGUAGE- English; Welsh
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- differences between apprentices ,Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Educational Research; Foreign Countries; *Job Training; Postsecondary Education; *Sex Fairness; Vocational Education; *Womens Education
IDENTIFIERS- *Wales

A study examined the position of women in postcompulsory education and training in Wales. Results indicated that many aspects of the position of women in education and training in Wales still compared unfavorably with that of men and the rest of Britain. Two main trends running through the major policy changes in relation to education were the development of consortia and partnerships and the marketization of education and training. Key barriers to unemployed women's participation in education, training, and employment were as follows: lack of affordable child care, lack of transportation, lack of confidence, inappropriate hours, and lack of up-to-date substantive skills. Patterns of participation revealed the following: a rapid increase in retention rates over the past 5

Start Your Own Business. Interim Guide.
PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Administration; *Business Education; Business Responsibility; *Competency Based Education; Competition; *Entrepreneurship; Foreign Countries; Human Resources; Lesson Plans; Marketing; Money Management; Risk Management; Secondary Education; *Self Employment; *Small Businesses; State Curriculum Guides
IDENTIFIERS- *Manitoba

This guide is designed for use by instructors teaching a 12-unit course in starting a business. Presented first is a diagram illustrating the place of the course in Manitoba's business education curriculum. The academic, personal management, and teamwork skills that have been deemed critical employability skills required of the Canadian work force are listed. A course rationale, evaluation criteria, and unit time allotments are provided. Listed next are the overall course goals and objectives of each of the course units, which cover the following topics: starting a business, identifying influences affecting the business, understanding the responsibilities of business ownership, determining the target market, evaluating the competition, developing the product or service, financial planning and analysis, financing the business, managing human resources, understanding contract law, protecting against loss, and developing a business plan. Lesson plans are provided for each unit. Each lesson plan includes a unit goal and lists the teaching methods and resources suggested for use in accomplishing each of the unit objectives. A 12-item bibliography and 19-item resource list are included. Appended are student handouts about business plans, channels of distribution, and the advantages of clear communication. (MN)

ED 381 641 CE 068 744

Futures in Business. Interim Guide.
PUB DATE- 94
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Administration; *Business Communication; *Business Education; *Competency Based Education; Employment Potential; *Entrepreneurship; Foreign Countries; Futures (of Society); Information Management; Information Retrieval; Job Skills; Lesson Plans; Money Management; Personality Traits; Recordkeeping; Secondary Education; *Small Businesses; State Curriculum Guides
IDENTIFIERS- *Manitoba

This guide is designed for use by instructors teaching a six-unit course on futures in business. Presented first is a diagram illustrating the place of the course in Manitoba's business education curriculum. The academic, personal management, and teamwork skills that have been deemed critical employability skills required of the Canadian work force are listed. A course rationale, evaluation criteria, and unit time allotments are provided. Listed next are the overall course goals and objectives of each of the course units, which cover the following topics: futures in business, business communication,

strength, along with flexible scheduling, accessibility, and no cost. Students indicated a need for more instructional materials, child care, and transportation. They also stressed their personal limitations. Tutor responses also indicated a high level of satisfaction with the adult tutorial program. Again, the importance of a one-on-one relationship was considered a primary program strength, and the tutors also appreciated the support of the coordinators and their personal satisfaction in working with students. The main program limitation mentioned by tutors was the accessibility and quantity of materials. Tutors also were concerned about their ability to teach. The program coordinators noted that the program strengths were the commitment of the volunteers and students, whereas limitations included inadequate funding and resources. Recommendations were made for preservice and inservice training and for clarification of the library role in the tutorial programs. (The survey materials are included in the report.) (KC)

ED 381 661 CE 068 767

Hearing on Job Opportunities and Basic Skills Act. Hearing before the Subcommittee on Postsecondary Education, Training and Life-Long Learning of the Committee on Economic and Educational Opportunities. House of Representatives, One Hundred Fourth Congress, First Session.
PUB DATE- 19 Jan 95
NOTE- 72p.; Serial No. 104-4.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Needs; Employment Programs; Federal Legislation; *Federal Programs; *Federal State Relationship; Hearings; Job Skills; *Job Training; Postsecondary Education; *Program Effectiveness; *State Programs; *Welfare Recipients
IDENTIFIERS- Congress 104th; *Job Opportunities and Basic Skills Program; Welfare Reform

This document records the oral and written testimony concerning the Job Opportunities and Basic Skills (JOBS) Act from a panel of witnesses representing health and human services and welfare departments in New Jersey, California, Wisconsin, and of program heads for employment development in those states. The witnesses, although having a variety of viewpoints, agreed generally on the following: an emphasis on job placement is necessary to reduce welfare rolls; short-term training should be given; and services such as child care are needed if parents are to obtain and keep jobs. The participants also expressed a need for states to have more flexibility and less paperwork in their JOBS programs so that they could respond to local conditions. Some panelists were more optimistic than others that welfare recipients could be phased off welfare rolls and into work within 2 years, as called for in recent proposals. (KC)

ED 381 662 CE 068 769

Crawford, Clarence C.
Department of Labor: Rethinking the Federal Role in Worker Protection and Workforce Development. Testimony before the Subcommittee on Human Resources and Intergovernmental Relations, Committee on Government Reform and Oversight. House of Representatives.
PUB DATE- 4 Apr 95
NOTE- 22p.

and high expectations shared by the entire work force community. The model clearly defines the roles and responsibilities of employers and employees who work collectively toward the same goal. Education in the workplace can broaden employee outlooks far beyond the "training" of the obvious skills. The Effective Company Model provides an opportunity to recognize education in the workplace and the people in it who are responsible for productivity. (KC)

ED 381 680 CE 068 806

Henderson, Cathy
Labor Force Participation of Older College Graduates.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Students; *Career Choice; *College Graduates; *College Students; Educational Research; Education Work Relationship; Employed Women; *Employment Patterns; Females; Higher Education; *Nontraditional Students; Outcomes of Education; Salaries; Vocational Followup

A profile of older college graduates can be constructed from special tabulations provided by the National Center for Education Statistics' 1989-90 Recent College Graduate Survey. Findings indicate the following: one in six bachelor's degree recipients was 30 years old or older; four in five were interested in further education; professional fields of study were chosen more often by older than by younger graduates; 1 year after receiving their bachelor's degrees, older adults were as likely as their younger peers to be working full time; among women, interest in the fields of education and the health professions was greater among the older graduates; and interest in business/management fields was higher and lower in the social sciences among older male graduates in comparison to younger male graduates; the average salary of older graduates was higher than that of younger colleagues; only 4 percent of older graduates working full time were classified as "underemployed" compared to 13 percent of younger graduates; and four in five older graduates considered their jobs to be related to their major fields of study and to have career potential. Specific programs that can help older individuals make a successful transition from the home or job to campus include the following: adult resource centers, workshops to translate work or volunteer skills into study skills, demonstrations on documentation of prior learning for credit, peer support groups, child care services, and staff training on needs and concerns of adult students. (YLB)

ED 381 681 CE 068 807

Ohler, Denise L.; And Others
Differences in Career Maturity between College Students with and without Learning Disabilities.
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Career Choice; *College Students; Higher Education; *Learning Disabilities; *Severity (of Disability); Sex Differences; *Socioeconomic Influences; *Vocational Maturity

(150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accountability; *Counseling; Counselor Attitudes; *Counselor Evaluation; *Counselor Performance; Counselor Role; Evaluation Methods; *Evaluation Needs; *Evaluation Utilization; Foreign Countries; *Outcomes of Treatment; Personnel Evaluation; Quality Control

This paper takes the position that shrinking resources and increasing accountability have forced counselors to reassess the role of evaluation. This new role should afford evaluation a higher priority so that it becomes as much a part of counseling as the interpersonal skills that currently form the bulk of counselor training programs. Some researchers suggest that an "evaluation culture" be adopted, in which demonstrated effectiveness, rather than counting input, becomes the central focus. Likewise, counselors' emphasis on systems approaches will require that the outcomes of counseling be viewed in terms of "system management" rather than as "transition from" the system. As more counselors adopt a systems perspective, the less realistic it becomes to evaluate counseling using the "post-transitional" measures which currently predominate. This will necessitate placing more emphasis on assessing the learning outcomes that lead to successful navigation through the system and then linking those learning outcomes to post-transition measures. These learning outcomes can be assessed locally and can also be tapped in ways that are technically simple and cost effective. This would allow for routine and unobtrusive assessments. Other valuative components, such as economic outcomes, provide a greater challenge since they are more difficult to judge from both a technical and a cost perspective. Contains nine references and three figures. (RJM)

ED 381 700 CG 026 169

Weich, Leah; Philip, Radhika
Evaluation of the Cooperative Emergency Substance Abuse Prevention Training Program, 1991-1992. OER Report.
PUB DATE- 13 Sep 93
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Education; Demonstration Programs; Drug Abuse; *Drug Education; Elementary Education; Health Education; *Prevention; Program Evaluation; *Substance Abuse; Urban Education
IDENTIFIERS- *Drug Free Schools; New York City Board of Education

The 1991-1992 Cooperative Emergency Substance Abuse Prevention Program was the first year of a two-year program in Community School District 3 in New York City. The overall objectives of the program were to provide staff training in the knowledge and skills necessary to carry out substance abuse prevention education, to make available to students comprehensive substance abuse prevention services, and to involve parents and the community in preventative efforts. The evaluation of the program found that the primary means of achieving program goals were through workshops and training programs. The total participants far exceeded program goals: 4,985 students, 1,120 staff members, and 2,212 parents were served. Program content was appropriate to program objectives. All participants attended workshops that provided information on substance abuse and related social, health, and developmental issues. Students were provided with enriched in-class and after-school instruction. In general, workshop activities were highly rated on evaluation forms. However, criterion-based assessment studies of handwriting as pursued by those with little or no understanding of the scientific method. This paper examines this latter realm of graphology. In two studies, college students and samples of convenience were asked to use graphological cues to judge the personality of a person whose handwriting sample was content-laden. Analysis revealed that subjects with no training in handwriting analysis clearly performed much better than chance in both studies. These performances were attributed to content analysis rather than graphology, since it mattered little whether the subject, handwriting sample, or personality profile was genuine. Results also indicated a correlation between education and handwriting analysis scores. A negative relationship between education and belief in the validity of handwriting analysis as observed in the first study, implied that those least likely to believe in the validity of handwriting analysis are likely to be more educated. The demonstration outlined here required little class time, produced robust results, and can be easily repeated. (RJM)

ED 381 720 CG 026 197

MacGregor, Ian; And Others
Toothbrushing in Adolescence.
PUB DATE- 94
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Behavior Patterns; Child Health; Dental Evaluation; *Dental Health; Foreign Countries; Health; Prevention; School Surveys; Secondary Education; Self Esteem; *Student Behavior; Tables (Data)
IDENTIFIERS- *England; Health Surveys; *Toothbrushing

This report describes the results of a survey on toothbrushing behavior and other health-related behaviors in young people. The survey instrument for this study gathered information about students' lifestyle and included a wide range of social, behavioral, and lifestyle variables. The survey encompassed 7,770 schoolchildren aged 14-15, from 131 secondary schools throughout England. The report is divided into four sections: an introduction which discusses survey methodology and the questionnaire; two sections that examine toothbrushing habits and toothbrushing motivation broken down by demographic variation, lifestyles, and dental health behavior; and a conclusion that summarizes the results and offers recommendations to improve toothbrushing. Results revealed a marked gender difference in brushing frequency, with females brushing more frequently than males. In general, better brushing practices were associated with higher self-esteem, Southerners, readers of reputable newspapers, and town dwellers. Students with higher self-esteem and more controlling attitudes seemed to brush for positive aesthetic reasons rather than for disease prevention. Those who brushed their teeth only once a day appeared more motivated by socially instrumental reasons, such as liking fresh breath. Some systematic differences in motivation for toothbrushing were observed, although contradictory tendencies appeared when attempts were made to generalize about particular reasons for toothbrushing. (RJM)

ED 381 721 CG 026 198

Colorado Youth Risk Behavior Survey, 1993.

the United States. The scope of these efforts is wide--ranging from parent education and preschool programs to interventions for high-risk adolescents and alternative sanctions for youthful offenders. Highlighted throughout the document are key details about each program: project type, start-up date, program description, target population and setting, information about evaluation, budgets, and contact persons who can answer specific questions. The programs are presented in five sections: (1) Community Violence; (2) Youth Violence; (3) Family Violence; (4) Substance Abuse; and (5) Victims. Most of the programs address prevention, but many also target enforcement, and treatment and rehabilitation. The programs are indexed by title, subject, location, and funding sources. (RJM)

ED 381 740   CG 026 233

Partnerships against Violence: Information Sources, Funding, and Technical Assistance. Volume 2: Resource Guide.
PUB DATE- Dec 94
NOTE- 175p.; For Volume 1, see CG 026 232.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Clearinghouses; Drug Abuse; *Family Violence; *Financial Support; Information Sources; *Prevention; Program Guides; Rehabilitation; Substance Abuse; *Technical Assistance; Victims of Crime; *Violence

This volume represents the first step in an effort to build a central repository of promising anti-violence programs. The goal is to integrate information and to remove barriers to information-sharing. Part of a cooperative venture in the federal government, this resource guide draws on material stored in more than 30 Federal clearinghouses and resource centers. Included here are programs developed by government agencies, private foundations, religious and fraternal associations, and others. This volume presents a list of sources for technical assistance, information, and potential funding to support anti-violence programs. Some of the topics addressed here include community, family, youth, criminal and juvenile justice, and physical and mental health. Numerous curriculums and other teaching materials are offered which emphasize the prevention of child abuse, community violence, family violence, gang violence, rape, and youth violence. Information is also presented on the treatment of victims. Details on funding sources are broken down into three categories: foundations, federal sources, and publications on funding. Two indexes provide names and page numbers for information sources and technical assistance by subject areas, and an alphabetical listing of foundation and Federal funding sources. (RJM)

ED 381 741   CG 026 234

Klimes, Rudolf E.
Problem Classification in Counseling.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classification; Counseling; *Counseling Effectiveness; *Counseling Objectives; *Counselor Client Relationship; *Counselor Role; Counselors; *Nondirective

developmental reading interests, leisure reading selections, and the influence of others on their literary choices. Subjects, 79 students from rural and urban Arkansas schools were participating in a gifted writers' conference for which they had been selected by their teachers. Representing schools with differing patterns of grade level arrangement, they all came from grades 7-12. Subjects were surveyed as to the age they began reading, favorite books, books read during the last 12 months, number of books read, and how they learned about the books they wanted to read. Teachers were also surveyed about how they recommended books to students and asked to estimate how many books the students read. Survey responses indicated that students identified as gifted writers had a wide range of reading interests and that family and friends most frequently influenced their reading choices. Many students reported reading before school entrance. Dr. Seuss books were early reading choices; Newbery Medal books were cited as favorites during intermediate grades. By the time of secondary education, however, they read a wide range of genres, citing Stephen King as their favorite author, and Shel Silverstein and Edgar Allan Poe as favorite poets. Many books read would be considered adult selections, with horror fiction a popular choice. Advice of teachers and librarians was usually not sought, raising questions about guidance given to secondary students regarding contemporary literature. (NKA)

ED 381 761 CS 012 117

Sanacore, Joseph
What To Look for in Whole Language Content Area Classrooms.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; *Classroom Observation Techniques; Secondary Education; Student Centered Curriculum; Teacher Administrator Relationship; Teacher Evaluation; Teacher Student Relationship; *Whole Language Approach
IDENTIFIERS- *Content Area Teaching

For better or worse, administrators observing classroom teaching is a leadership priority in many American schools. In a whole language environment, a variety of activities are usually occurring simultaneously. Goals are therefore needed to provide instructional direction and to clarify for observers, the teacher, and students why the students are doing what they are doing. The students and the teacher who are immersed in a whole language perspective are constantly negotiating and sharing the learning-teaching process. Whole language teachers' definition of classroom structure is usually flexible, and often subtle, but it nonetheless is an influential force affecting their students' literacy learning. Organizational approaches such as whole-class instruction, strategy groups, and individual or small-group research activities represent a blending of direct instruction and immersion. Those observing whole language classrooms should be aware that organization is demonstrated in a variety of ways to support students' literacy learning across the curriculum. When observing activities involving classroom libraries, observers should be prepared for a flexible structure involving student mobility, immersion, discussion, Odyssey" (from comic books to full translation); studying the Greek roots of the English language; retelling the story; and writing epic poems. The book offers practical suggestions on how to organize a curriculum, involve parents and other community members, and motivate students of all abilities. It also provides specific teaching techniques, bases for evaluation, ideas for projects, and extensive bibliographies and resources. The book presents a model for creating a classroom in which the arts and literature, writing, and social studies are truly integrated. (NKA)

ED 381 780 CS 214 789

Grow, Gerald
The Do It Wrong Approach to Writing.
PUB DATE- May 95
NOTE- 12p.; The Teaching Strategies Sharing Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; *Humor; *Journalism; Layout (Publications); Newspapers; Periodicals; *Student Needs; Writing (Composition); *Writing Assignments; *Writing Instruction; *Writing Strategies
IDENTIFIERS- Writing Development

Deliberately writing badly can be an effective way to learn to write better because knowing when writing is bad is an essential element in knowing when it's good. There are distinct advantages to encouraging students to learn the rules by breaking them. Deliberately doing it wrong removes the threat of failure. Students are playing; they are having fun. Some particular examples of this teaching approach are as follows. One, after reviewing common grammatical problems that have come up in students' writing, assign students to turn in a page of writing that breaks as many of these rules as possible. Two, after illustrating what makes a good opening for an article, give students a list of 10 article ideas and have them write bad leads for them. Three, give out a list of wordy phrases and cliches and assign each student to write a coherent paragraph that uses as many of the phrases from the list as possible. Four, in teaching typography in basic desktop publishing, give students a list of short quotations, sayings, product names, value words, etc., and assign them to produce a one-page poster with a typeface that is complete inappropriate. These and other exercises follow a similar structure: (1) learn the rules; (2) break the rules; (3) identify where someone else has broken the rules; (4) clarify what the rules are; (5) correct someone else's broken rules; and (6) produce an original example that fulfills the rules. (TB)

ED 381 781 CS 214 790

Grow, Gerald
Using Humor To Help Students Respond to One Another's Writing.
PUB DATE- 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Discussion (Teaching Technique); Higher Education;

consider it a theory of the past. However, Kenneth Pike's earliest and most original insights were and are paradigmatically so far advanced over extant 20th-century notions of what both linguistics and rhetoric should be that only a few were even dimly able to realize its potential and even they failed to take advantage of its most original and potent insights. Pike was the first among linguists and rhetoricians in the 20th century to posit reality as a multidimensional entity that, while existing independent of the observer, is nevertheless in some sense constructed by an individual observer through discourse--both public and private. Because, the tagmemcist believes, humankind's vision is always partial and finite, and because language itself is always approximate, never fully apprehending the reality it seeks to name, a multiperspectival rhetorical theory and practice is necessary to catalogue and address human experience. (An appended chart lists advantages of tagmemic theory.) (TB)

ED 381 801   CS 214 814

Carney, Paul
Is It the Teacher or Is It Memorex? Responding to Student Essays Using Audio Cassettes.
PUB DATE- Mar 95
NOTE- 9p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Minneapolis, MN, March 16-18, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- *Audio Tape Recordings; Comparative Analysis; *Evaluation Methods; *Freshman Composition; Higher Education; Student Attitudes; Student Surveys; Writing Research
IDENTIFIERS- Alternative Assessment

An informal study attempted to determine if audio-taped comments on student papers in freshman composition were as efficient and effective as those actually written on student papers. An instructor began the experiment in the third week of the semester--after he had already returned one batch of papers with written comments on them. Students supplied the audio cassette and numbered the sentences of their paper for easy reference; the instructor used a voice-activated machine to avoid the hassle of pushing "record" and "stop." Assessment surveys showed that 96 of the 110 students involved in the study preferred the cassette to the pen. Excerpts from written student comments show enthusiastic endorsement of the cassette grading method. In comparing his written comments to his recorded one, the instructor notes that he is more likely to "talk" to the student on tape as opposed to "grading" or "correcting" with a pen. Second, complimentary comments are more prevalent on tape. Third, the instructor paid more attention to global comments on the paper and less attention to grammar penalties. Fourth, the cassette alerted him to counterproductive tendencies inherent in written comments; cassette grading has tamed his predatory impulse with the pen. Finally, the instructor found cassette comments more efficient timewise. The student assessment of audio evaluation instrument is attached. (TB)

ED 381 802   CS 214 815

Vandenberg, Peter

(5) the difference between verbal and nonverbal communication; (6) listening skills; (7) the interviewing process and techniques; (8) resumes and letters of application; (9) group work; (10) multicultural/intercultural/international communication; (11) communication technology; (12) sex and gender bias; (13) conflict management; (14) public speaking and oral communication; (15) business and communication ethics. Communication skills can insure business students' success or failure perhaps more so than any other subject they have learned while earning their college degrees. Educators must insure that students become knowledgeable in the business and professional skills necessary to their career development. (Contains 12 references.) (TB)

ED 381 821 CS 508 884

Byrd, Marquita L.
Public Address, Cultural Diversity, and Tolerance: Teaching Cultural Diversity in Speech Classes.
PUB DATE- Apr 95
NOTE- 21p.; Paper presented at the Western Social Science Association Annual Conference (37th, Oakland, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *Cultural Differences; *Curriculum Evaluation; Higher Education; *Introductory Courses; Language Attitudes; *Multicultural Education; *Public Speaking; Undergraduate Students
IDENTIFIERS- *Cultural Sensitivity; *Tolerance

While speech instructors work to design appropriate diversity goals in the public speaking class, few have the training for such a task. A review of course objectives and assignments for the basic course may be helpful. Suggestions for instructors working to incorporate diversity in the basic course include: (1) recognize the dominance of the Eurocentric perspective in teaching communication skills; (2) become aware of the problems facing students of color and students from foreign countries; (3) work toward a communication theory that is generalizable to the entire English language community; and (4) try to utilize the various cultural experiences of the students in the class. A few specific goals for fostering sensitivity to cultural diversity center on three areas, the cognitive, affective and behavioral. Instructors must strive to reduce language imperialism--the assumption that one language or variety of a language is better than another. They must also work to render objective and fair assessments of student work regardless of their race or ethnicity. Assignments for the basic course ask students to build their speech topics around a number of areas: race, ethnicity, gender, sexual orientation, religion, age, class, and disability. Students could be asked to explore their own ethnicity and culture. The Tolerance for Human Diversity Inventory (THDI), tested and found to be reliable and easy to administer, can be used as a pre- or posttest to determine the amount of change in tolerance after the course is completed. (Contains a figure with the inventory questions and 26 references.) (TB)

ED 381 822 CS 508 885

Mader, Diane Castellano

audience participation. The cue sheet also discusses what makes a story worth telling or performing, and presents brief descriptions of the seven folktales that make up "Walking the Winds." (RS)

ED 381 841 CS 508 908

Evans, Karen L. B.
Dylan Pritchett, Storyteller. Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 13p.; Project also funded by the Kennedy Center Corporate Fund and the Morris and Gwendolyn Cafritz Foundation. For other guides in this series, see CS 508 907-910.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Blacks; Class Activities; Communication Skills; *Creative Activities; Elementary Education; Folk Culture; Listening Skills; Slavery; *Story Telling
IDENTIFIERS- *African Americans; Story Telling by Children

Designed to be used before and after attending a storytelling performance by Dylan Pritchett, this cue sheet presents information about the performance and suggests activities that can be done with classmates, friends, or family members. The cue sheet discusses where and why people tell stories, what makes a story good for telling, what makes a good storyteller, people telling a story about themselves, storytellers from West Africa, and stories in African-American life from slavery to the 20th century. The cue sheet also presents biographical information on Dylan Pritchett, as well as activities involving predicting stories, remembering stories, exploring themes in Pritchett's stories, collecting family stories, and listening to stories. A 14-item list of resources concludes the cue sheet. (RS)

ED 381 842 CS 508 909

Waterfall, Milde; Flynn, Rosalind, Ed.
"Gulliver's Travels" by Alfred Silver with Music by Stephen Naylor. Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 9p.; Project also funded by the Kennedy Center Corporate Fund and the Morris and Gwendolyn Cafritz Foundation. For other guides in this series, see CS 508 907-910.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Class Activities; *Drama; Elementary Education; *Enrichment Activities; Listening Skills
IDENTIFIERS- Age of Enlightenment; *Drama in Education; *Gullivers Travels; Musicals; Swift (Jonathan)

Designed to be used before and after attending a musical adaptation of Jonathan's Swift's "Gulliver's Travels" (performed by the Mermaid Theatre of Nova Scotia), this cue sheet presents information about the performance and suggests activities that can be done with classmates, friends, or family members. Beginning with an illustration of aspects of the Age of Enlightenment, the cue sheet presents a play map of the travels of Gulliver, activities for before and after the performance, things to look for before and after the elected board member realizes that the position may be much more personally and professionally challenging than she anticipated. Chapter 2 describes the confusion that ensues from ambiguous board-administration roles. The third chapter deals with the politics of education and policy formation, specifically, how to build coalitions among different interest groups. Ways to improve communication and built trust among board members are discussed in chapter 4. In the fifth chapter, the novice board member develops a deeper understanding of the symbolic role of school boards and the critical role that ceremony, ritual, and theater play in building confidence in district's schools. The final chapter describes how effective school leaders apply the values of the four frames of reference--excellence, justice, caring, and faith to their particular schools. Each chapter is followed by a "signpost," an interlude that summarizes the lessons learned in that chapter. (LMI)

ED 381 862 EA 026 646

Kowalski, Theodore J.; Reitzug, Ulrich C.
Contemporary School Administration: An Introduction.
PUB DATE- 93
NOTE- 388p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; *Career Choice; Career Planning; *Educational Administration; Elementary Secondary Education; Government School Relationship; Leadership; Leadership Styles; Organizational Theories; Private Education; Role of Education; School Administration; School Restructuring; *Work Environment

This book presents a pragmatic approach to school administration as a career choice. It offers a comprehensive analysis of the administrator's work environment and describes how the professional lives of principals and superintendents evolve. The book was designed to present the issues and trends likely to shape tomorrow's schools and to show how these issues/trends affect the practice of school administration. The first part provides an overview of educational leadership both as a field of study and as a specialization of professional practice. The nature of administrative work, professional preparation, licensure, and job opportunities are discussed. Part 2 focuses on the work environment of administrators; specifically, the origins and control of public education and the relationship of school to society. The third part looks at leadership challenges and responsibilities in educational settings, with a focus on leadership styles. Contemporary issues that affect schooling and the practice of school administration are explored in part 4. These include transitions in society, issues of gender and minorities in school administration, and school reform. The final part examines career decisions and commitments. Each chapter concludes with a section titled "Implications for Practice," which is designed to stimulate individual introspection. Fifteen tables, 18 figures, and subject and author indices are included. References accompany each chapter. (LMI)

ED 381 863 EA 026 648

makes the basic case that the present governance system in urban schools is failing. Chapter 3 provides an overview of the existing governance arrangements in urban public education, linking many of the failures of the schools to the governance structure. Chapter 4 sketches an alternative governance system based on contracts between local public authorities and schools or groups of schools. The disadvantages of two other widely discussed alternative forms of governance--one based on total privatization of ownership and one based on rigorously aligned performance standards, testing, and training--are analyzed in the fifth chapter. The final chapter offers suggestions as to how states and local communities can move toward contracting and how state and federal governments can promote governance reforms. The appendix contains a brief paper describing the views of a focus group on the provision of support functions in restructured Chicago public schools. (Contains 99 references.) (LMI)

ED 381 881 EA 026 667

Prine, Donald; Wilkinson, David
Comprehensive School Transformation, Phase III. Program Evaluation.
PUB DATE- 4 Oct 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Improvement; Educational Innovation; Elementary Secondary Education; Expenditures; *Faculty Development; Participative Decision Making; *Professional Development; *Program Development; Program Effectiveness; School Based Management; School Effectiveness; State Aid; State Programs
IDENTIFIERS- *Des Moines Public Schools IA

The Iowa Educational Excellence Act and its amendments provide for four types of Phase III programs: performance-based pay, supplemental pay, a combination of both, or comprehensive school transformation. In 1993, the Des Moines Phase III program, which originated as a combination of performance-based pay and supplemental pay, changed to a comprehensive school-transformation program. The first 6 years emphasized the enhancement of organizational development through professional-development programs for teachers. Since 1993, the Des Moines program has focused on building the capacity of both professional staff and the school organization to better meet students' needs. This document describes the history of the Des Moines program, its objectives, current activities, process evaluation, and product evaluation. Phase III programs focus on school improvement through school-based management and shared decision making. Phase III revenues support the use of research in planning efforts; training that builds professional and organizational capacity; evaluation techniques to determine program quality; and collaboration with diverse groups of stakeholders. Seven tables and four graphs are included. (LMI)

ED 381 882 EA 026 669

Steimel, Eric L.
Shared Decision Making with Collective Bargaining.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

support for the new system. The latter can be accomplished if California educators and policymakers improve the education and training of school staff; identify networks, partnerships, and other support structures; expand the education system's technological capacity; restore the strength and vitality of urban schools; and provide adequate and equitable funding. A timeline for the period 1995-2002 is included. (LMI)

ED 381 900   EA 026 692

Plato, Kathleen
History of Education Reform in Washington State: The Transition to a Performance-Based, Student Learning Education System.
PUB DATE- Feb 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Competency Based Education; *Educational Change; Educational Innovation; Elementary Secondary Education; Minimum Competencies; Performance; School Based Management; *State Legislation; *State Standards
IDENTIFIERS- *Washington

This paper describes the history of education reform in Washington State since the early 1980s. Specifically, the paper traces the educational system's transition to one based on performance and student learning. During the 1980s, education reform measures in Washington were targeted at segments of the system, rather than at the whole system. In 1992, the state legislature passed Engrossed Substitute House Bill (ESHB) 5953, which created a Commission on Student Learning, mandated a local control provision, and reviewed teacher-preparations and certification requirements. In 1993, the legislature passed ESHB 1209, which placed four student learning goals in statute and created performance standards. Subsequent developments included the establishment of Subject Advisory Councils, citizen/educator groups who help to develop the essential academic learning requirements, and Student Learning Improvement Grants that provide additional time and resources for site-based planning and staff development. In 1994, Washington's application for federal funding under the Goals 2000 Act was accepted. (LMI)

ED 381 901   EA 026 693

Crawford, Donna K.; And Others
The School for Quality Learning: Managing the School and Classroom the Deming Way.
PUB DATE- 93
NOTE- 288p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; Classroom Environment; Classroom Techniques; Discipline; Educational Environment; *Educational Quality; Elementary Secondary Education; *Leadership; Learning Strategies; *Organizational Climate; *Organizational Development; Organizational Theories; Principals; Student Responsibility; Teacher Student Relationship; *Total Quality Management

This book is based on the belief that the American education system is in crisis and requires radical systemic change.

requirements for physical access in new construction or major renovations. Four publications on postsecondary education compliance with Section 504 and the ADA are described. Several government agencies and publications offering assistance on ADA requirements are listed. (JDD)

ED 381 920 EC 303 866

Payne, Mario D.; Sachs, Rose
Educational Software and Adaptive Technology for Students with Learning Disabilities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Assistive Devices (for Disabled); College Students; Computer Software; *Educational Technology; Higher Education; Input Output Devices; *Learning Disabilities; Technological Advancement; Word Processing

Technological solutions have enabled postsecondary students with learning disabilities to compete equally with nondisabled peers in the educational environment. Such solutions have included a variety of educational software, word processing applications, and adaptive technology. Educational software has many benefits over more traditional skill-building methods as it provides needed repetition in a nonjudgmental forum, immediate feedback, and multisensory learning. Word processing software reduces difficulties of writing by hand and can help in the revision process. Adaptive technology involves alterations to make technology possible or easier for individuals not previously afforded access. Selected examples of how campuses are providing computer access, which is mandated by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, are described. These campuses include University of Nebraska-Lincoln, California State University-Northridge, Nassau Community College (New York), and Montgomery Community College (Maryland). A list of 14 organizational resources is presented. (JDD)

ED 381 921 EC 303 867

Computers, Technology, and Disability. Update.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 13p.; The information in this paper is reprinted from back issues of "Information from HEATH" dating back to 1986, and was updated in the fall of 1994.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Access to Education; *Assistive Devices (for Disabled); College Programs; College Students; *Computer Oriented Programs; Computers; Computer Uses in Education; *Disabilities; Federal Legislation; Financial Support; Higher Education; *Information Technology; Microcomputers

provided. Appendices offer sample letters, forms, a transition questionnaire, goals and objectives, and assessment tools. (Contains 10 references.) (JDD)

ED 381 940 EC 303 886

Integrated Occupational Program: Information Manual for Administrators, Counsellors, and Teachers. Curriculum Standards.
PUB DATE- 94
NOTE- 96p.; For the 1989 edition, see ED 306 417.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Daily Living Skills; Educational Methods; Foreign Countries; *Integrated Curriculum; Interdisciplinary Approach; Lifelong Learning; Partnerships in Education; Program Implementation; *School Business Relationship; *School Community Programs; Secondary Education; Skill Development; *Special Needs Students; *Vocational Education
IDENTIFIERS- *Alberta

The purposes of the Integrated Occupational Program developed for special needs students in grades 8-12 in Alberta (Canada) are to have students become responsible members of society, develop entry-level vocational abilities, and become aware of the need and opportunities for lifelong learning. The focus is on the development of knowledge, skills, and attitudes necessary for everyday living at home, in the community, and on the job. While basic skill development in the core courses is directed to improving students' abilities in communication, computation, and social relationships, the practical arts/occupational courses provide opportunities for students to apply these abilities. The program features curriculum integration, social integration, student integration, and community integration. The program's occupational component encompasses agribusiness, business/office operations, construction and fabrication, creative arts, natural resources, personal and public services, tourism and hospitality, and transportation. The program is enriched through participation and support of community members and representatives of business, industry, and local agencies and organizations. This guide describes the target population, program benefits, implementation strategies, student selection process, junior high and senior high program design, teacher role, teaching strategies, assessment strategies, indicators of program effectiveness, and implementation of community partnerships. A list of 18 suggested professional readings is provided. (JDD)

ED 381 941 EC 303 887

Resources for Special Education and Guidance & Counselling. An Annotated List. Revised.
PUB DATE- 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; Educational Counseling; Elementary Secondary Education; Foreign Countries; French; *Gifted; *School Counseling; *Special Education
IDENTIFIERS- Alberta

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Disabilities; *Educational Change; Educational Philosophy; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; Models; School Restructuring

This paper questions whether genuine adoption of the inclusive education philosophy can occur within a school setting before it has been tested by the involvement of the whole school in school reform. It sees inclusion as one component of overall school restructuring. Experiences at three schools are compared. At the first school inclusive programming worked well when teachers "agreed" to work together but faltered when more students and teachers were incorporated, due to a general view of inclusion as strictly a "special education reform." The second school participated in the "accelerated schools" model of general education school reform and the third school participated in the "effective schools" model of school reform. In both these initiatives, school reform was seen as benefiting all, with inclusion embedded within the overall process. The infrastructure provided a vehicle in which inclusion of all students could systematically occur. An outline is offered as a means to organize inclusion efforts, focusing on: (1) the goal--full inclusion; (2) the principle--the value of diversity; and (3) objectives (organized around activities in the areas of leadership, simplicity, and patience). (Contains 12 references.) (DB)

ED 381 961 EC 303 908

Christen, Margaret H.; Hasbrouck, Jan E.
Providing Peer Coaching in Inclusive Settings: A Tool for Consulting Teachers.
PUB DATE- Apr 95
NOTE- 40p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Observation Techniques; *Consultation Programs; *Disabilities; *Inclusive Schools; Intermediate Grades; Junior High Schools; Mainstreaming; Middle Schools; Peer Teaching; Rating Scales; *Regular and Special Education Relationship; Self Evaluation (Individuals); Special Education Teachers; *Teacher Improvement

An observational instrument was developed to facilitate the peer coaching process by special education consulting teachers with regular class teacher colleagues. Use of the instrument was piloted by a special education consulting teacher with three middle school teachers whose classes included special education and at-risk students. The instrument was developed to guide observation of a teacher's lesson and subsequent debriefing and coaching of the teacher for improving instructional effectiveness. The three middle school teachers had experience levels of 10 years, 3 years, and 3 months, respectively. Following the observations and debriefing, teachers were encouraged to select areas for improvement and to keep a written journal tracking all efforts undertaken to meet their goals. Teachers were observed again 3 to 5 weeks later. Two of the three teachers raised their scores in the targeted areas (the third had received high scores in all areas initially) and all three responded positively to being observed and to the authentic purposes and real audiences and collaborate with each other. Subjects included seven junior high and high school students with diagnosed LD and demonstrated difficulties with written expression. The students learned CSIW and practiced the strategies on two text structures (one requiring explaining a process and the other discussing what they know about a topic) over the course of a school year. Pretest and posttest assessments of overall quality, structure-specific primary traits, paper length, and reader sensitivity indicated improvement in students' writing during the year. T-tests demonstrated that students showed significant improvement on all measures of their writing ability. These findings affirmed the value of this writing approach for adolescents with LD. Appendixes include strategy "think sheets" and a sample pretest and posttest paper. (Contains 36 references.) (DB)

ED 381 982 EC 303 930

McBroom, Lynn W.; And Others
The Transition to College for Students with Visual Impairments. Technical Report.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Apr 94
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Accessibility (for Disabled); *Administrator Attitudes; Ancillary School Services; Blindness; College Bound Students; *College Students; Higher Education; Partial Vision; *Student Adjustment; *Student Attitudes; *Student Personnel Services; Transitional Programs; *Visual Impairments

This monograph considers aspects of the visually impaired student's transition from high school to college and his successful adjustment at college, reports on a forum of experts addressing these issues, and summarizes results of surveys of successful students and college administrators. The first chapter is on making plans to attend college and covers such suggestions as beginning early, preparing both socially and academically, and dealing with admissions testing. Classroom accommodations are covered in the second chapter, including testing accommodations, computers, science laboratories, and transition programs and resources. The discussion of the research forum identifies information helpful to know before college, guidelines of rehabilitation agencies, and research suggestions. The report of the survey focuses on development of two survey instruments to identify, from the points of view of 102 successful students and 66 administrators, the skills, knowledge, and needed steps required of students with visual impairments. Highlights of the student survey address educational environments, college demographics, reading methods, work history, extracurricular activities, mobility, services and equipment, college preparation, and problems while attending college. Highlights of the college administrator survey cover time spent on special needs, admission standards, effect of the Americans with Disabilities Act, services provided by colleges, students' use of services, and source of payment for services. A qualitative analysis of survey responses and a summary complete the monograph. (Contains 80 references.) (DB)

(United Kingdom) on March 19-20, 1993. During the seminar, it was felt that there is a need to redress the misleading images and representations of literacy and language work that dominate much reporting of literacy activities in Third World contexts. These Guidelines are offered as a means of drawing attention to the importance of language issues in literacy work and as a help to those working in the area. They are not prescriptive or fixed and will be modified with experience according to the specific situations of different countries and regions. The Guidelines outline statements on principles of language and literacy respect and socio-cultural awareness; the need for a language and literacy policy in every country and what it should cover; resources for oral, written, and visual histories; and development policies for creoles, dialects, and standardized languages. (NAV)

ED 382 003   FL 022 888

Mahnen, Barbara
Curriculum Design for the Bosnian Refugee Resettlement Committee's Adult ESL Program.
PUB DATE- 20 Mar 95
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Adults; Class Activities; *Curriculum Design; Daily Living Skills; *English (Second Language); Evaluation Methods; Feedback; Foreign Countries; Instructional Materials; Language Proficiency; Lesson Plans; Literacy Education; *Refugees; Second Language Learning; Teaching Methods
IDENTIFIERS- Bosnia and Herzegovina; *Bosnians; United States

This document outlines a curriculum design intended for use with Bosnian refugees living in the United States learning English as a Second Language for survival purposes. The first chapter identifies the setting of instruction and background information regarding this refugee group. The second chapter reviews the theoretical issues of adult education and adult second language learning that form the basis for the decisions made in designing the curriculum. Chapter 3 is an illustration of the needs of the learners. In reviewing the learners' needs, three different groups of learners emerged. The first group was pre-literate in their native language and needed survival English as well as literacy training. The second group was literate and needed survival English. The third group consisted of those learners who had some previous English instruction and were interested in learning English to continue academic studies in the United States. These three groups were assigned to different levels of instruction and each level of instruction was based on an appropriate syllabus type. Pedagogical concerns, such as the linguistic focus of instruction for each level is included in chapter 3. Finally, chapter 4 covers practical issues such as materials, resources, tutor training, classroom activities, feedback, assessment, and evaluation. Sample lesson plans are also included at the end of the curriculum design. Although the curriculum plan is intended for use with this special group of refugees, it can easily be adapted for use with other refugee groups. Contains 65 references. (Author) three approaches used in practice are described and illustrated: (1) grammar presented and practiced implicitly; (2) explicit grammar practiced as pattern; and (3) explicit grammar formally discussed. The third chapter addresses the teacher's choice of approach, noting that the choice will rest primarily on the language elements concerned and the learners' needs. The fourth chapter outlines some points on which the teacher may want to reflect in selecting the appropriate technique for teaching grammar. Contains a six-item list for further reading. (MSE)

ED 382 025 FL 022 928

Convery, Anne; Coyle, Do
Differentiation--Taking the Initiative. Pathfinder 18. A CILT Series for Language Teachers.
PUB DATE- 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; Foreign Countries; *Individual Differences; *Individualized Instruction; Information Technology; *Instructional Design; *Multilevel Classes (Second Language Instruction); Student Needs
IDENTIFIERS- Great Britain

Issues associated with differentiation of learner needs and instruction in second language teaching are discussed. Differentiation is distinguished from mixed-ability teaching in that the former places emphasis on the requirements of individual learners, while the latter concerns pupil management for teaching purposes. An introductory section examines the rationale for differentiation. The first chapter defines six types of differentiation: by text, support, outcome, ability, interest, and task. Chapter 2 looks at ways in which teachers can organize differentiated learning in the classroom, with minimal additional preparation, in each language skill area (speaking, listening, reading, writing). Some specific classroom procedures are suggested, with ideas for adjusting instruction in response to student behavior. The next chapter outlines classroom activities using computers to provide differentiated learning opportunities. These include word searches, matching games, language exercises--cloze, unjumbling, sequencing, etc., information-handling activities, multi-skill tasks, foreign language writing, desk top publishing, and use of CD-Rom resources. Chapter 4 explains some issues to be addressed in making differentiated instruction an integral part of the teacher's repertoire, including departmental organization, planning, classroom management, instructional resources, and assessment. The role of differentiation in Britain's National Curriculum is discussed in chapter 5, and chapter 6 looks at the role of differentiation in developing learner autonomy. Contains 17 key titles and sources. (MSE)

ED 382 026 FL 022 929

Hamilton, Judith; McLeod, Anne
Drama in the Languages Classroom. Pathfinder 19. A CILT Series for Language Teachers.
PUB DATE- 93
NOTE- 37p.

ED 382 048 FL 800 849

Gillespie, Marilyn; And Others
Mother Tongue and ESL Literacy Program Survey.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 91
NOTE- 6p.; For a related document, see ED 373 584.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingualism; *Data Collection; Language Proficiency; *Literacy Education; *Literature Reviews; *Meetings; *Surveys

This survey was developed in 1991 by Marilyn Gillespie, David Spener, and JoAnn Crandall at the Center for Applied Linguistics (CAL), and was used for a 2-year project with funding from the National Center for Adult Literacy, established at the University of Pennsylvania by the U.S. Department of Education. The survey was used to collect information about the nature and extent of native language literacy instruction being offered in the United States. The survey was designed to elicit responses that would help practitioners, researchers, and policymakers in their efforts to plan native language and English-as-a-Second-Language literacy instruction for adults and out-of-school youth. (Author/CK)

ED 382 049 FL 800 861

Communication Skills for Banking Curriculum.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 187p.; For the handbook for using the video, see FL 800 862.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Assertiveness; *Banking; Bias; *Business Communication; *Communication Skills; Conflict Resolution; Empathy; *English for Special Purposes; Interpersonal Communication; Interprofessional Relationship; Job Skills; Letters (Correspondence); Listening Skills; Meetings; Numeracy; Second Language Instruction; Stress Management; Telephone Usage Instruction; Vocabulary Development; *Vocational English (Second Language); *Work Environment

The communications skills course was developed for bank employees who are non-native speakers of English, to assist them in improving their English and knowledge of the American workplace culture and to increase productivity. It consists of three instructional levels. Topics covered in level 1 reflect concerns of bank managers about basic workplace communication skills. Level 2, designed to be accompanied by a videotape recording of 35 vignettes (not included here) and handbook (see FL 800 862), focuses on fine-tuning skills. Level 3 puts the skills into practice in real-life tasks through simulations. An introductory section gives an overview of the materials, including videotape vignettes and grammar topics corresponding to the work at each level. Levels 1 and 2 each contain 12 seminars; level 3 contains 13. Each also includes a operations and maintenance, as well as expenditures by object. (MDM)

ED 382 068 HE 028 255

Factors Affecting Undergraduate Student Persistence and Time to Degree in Illinois Public Universities.
PUB DATE- 2 May 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Age Differences; *Bachelors Degrees; *College Students; College Transfer Students; Higher Education; Majors (Students); Racial Differences; Sex Differences; State Norms; State Programs; *State Universities
IDENTIFIERS- *Illinois; *Time to Degree

This report examines undergraduate persistence and time to degree at public universities in Illinois, focusing on the year-to-year persistence of cohorts of freshmen students admitted to 10 universities between 1983 and 1993. It also examines the public university graduating class of 1993-94 and describes the factors influencing time to degree. It discusses persistence rates at particular institutions and among specific categories of students, finding that, contrary to expectations, year-to-year persistence rates have not consistently increased in response to statewide efforts to strengthen undergraduate education. It also found that for students who attended a single institution and did not change majors, the median time to degree was 4.0 years, with 35 percent graduating in less than 4 years. The median time was 4.3 years for single-institution graduates with one major change and 5.0 years for those with two or more major changes. Students who transferred but did not change majors graduated on average in 5.0 years. Eight tables present various data on persistence and time to degree. (MDM)

ED 382 069 HE 028 256

Miller, Michael T.; Bila, Thomas A.
Reading Materials Perceived To Be Basic in the Training of Fund Raising Professionals.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Attitudes; *Fund Raising; Higher Education; Instructional Materials; Mail Surveys; Private Financial Support; Professional Development; *Reading Materials

This study surveyed fund raising professionals concerning the reading materials that they felt were important in the preparation of fund-raising executives. Each of the 39 individuals surveyed was asked to name five readings. A total of 80 different items were identified, of which 7 were identified as important by 20 or more respondents. These included: (1) "Designs for Fund Raising" (H. J. Seymour); (2) "MegaGifts: Who Gives Them, Who Gets Them" (J. Panas); (3) "Fund Raising" (J. Greenfield); (4) "The Raising of Money" (J. Lord); (5) "The Chronicle of Philanthropy"; (6) "The Art of Raising Money" (W. J. Smith); and (7) "Philanthropy and Voluntarism: An Annotated Bibliography" (D. N. Layton). The study found that all the reading materials identified dealt with general philanthropic issues, along with basic fund-conferred in all other fields increased by 19 percent. The two most popular degrees in the health professions in 1991-92 were nursing (47 percent) and medicine (8 percent). Nearly 77 percent of all health degrees awarded in 1991-92 went to women, and 82 percent went to white students. One year after graduation, 1989-90 recipients of bachelor's degrees in the health professions were more likely to find employment related to their field of study than recipients of bachelor's degrees in other fields of study. Freshman interest in pharmacy, therapy, and pre-professional health majors reached an all-time high in 1993, while their interest in nursing majors reached record levels in 1992. The U.S. Bureau of Labor Statistics projects that employment in the health professions will account for 12 percent of total job growth between 1992 and 2005. (MDM)

ED 382 091   HE 028 278

Gibson, Gerald W.
Good Start: A Guidebook for New Faculty in Liberal Arts Colleges.
PUB DATE- 92
NOTE- 247p.; Foreword by Jerry G. Gaff.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teachers; *College Faculty; College Instruction; Collegiality; Educational History; Employment Interviews; *Employment Opportunities; *Faculty College Relationship; Faculty Promotion; Governance; Higher Education; Job Applicants; *Liberal Arts; Scholarship; Teacher Administrator Relationship; *Teacher Role; Teacher Student Relationship; Tenure
IDENTIFIERS- Faculty Attitudes; Faculty Service; *Liberal Arts Colleges; *New Faculty

This book is designed to help new college faculty, and would-be faculty, secure a position at a liberal arts college and understand their duties and responsibilities at such an institution. Twelve chapters focus on: (1) the purpose of the book; (2) selecting the right college to apply to; (3) preparing a curriculum vitae, the application process, interviewing for a position, and negotiating a contract; (4) getting oriented to a new campus, colleagues, and administration; (5) the evolution of the liberal arts tradition, American liberal arts colleges, and the role of faculty at such institutions; (6) effective teaching styles, student evaluation, and grading; (7) the role of scholarship; (8) faculty governance, committee service, departmental responsibilities, community service, and student advising; (9) collegial relations, faculty-administration relations, and governance; (10) stress and time management; (11) promotion and tenure; and (12) faculty career phases and the importance of remaining a good teacher, scholar, and citizen. (Contains 78 references.) (MDM)

ED 382 092   HE 028 293

St. John, Edward P.
Prices, Productivity, and Investment: Assessing Financial Strategies in Higher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94

years; women as the majority of further education students; women outnumbered by men studying in nonuniversity higher education, women outnumbering men as undergraduates, and predominance of women in initial teacher training. The gender monitoring of statistics was recommended. A number of good practices were identified in education and training initiatives for women: collaborative working, outreach work, flexible arrangements, confidence-building, long-term guidance and counseling, role models, and women-only training. Also recommended were integration of training policies for women with regional economic development strategies and a lifelong career service. (Nineteen references are listed. A Welsh language version is provided.) (YLB)

ED 381 622 CE 068 703

Addressing Sex Discrimination and Sexual Harassment: Your Responsibilities as an Educator.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Federal Legislation; *Grievance Procedures; Postsecondary Education; *School Policy; Secondary Education; *Sex Discrimination; Sex Fairness; *Sexual Harassment; *Teacher Responsibility; *Vocational Education; Womens Education

Educators need to be aware of sex discrimination in their schools and of the legislation that prohibits it, because it entails costs, liabilities, impact, and responsibilities for every educator. The obvious and direct costs are attorney fees, awarded damages, and settlement costs. Other, less obvious costs are unfavorable publicity, erosion of a district's reputation, morale problems, and subsequent enrollment and recruitment difficulties. The sources of legal responsibility are Title IX of the Education Amendments of 1972 and Title VII of the Civil Rights Act of 1964. Sex discrimination and sexual harassment affects students and employees. The school district, as well as each educator, has the responsibility to create a safe and equitable learning environment. The legal definition of sexual harassment has three conditions--two constitute quid pro quo harassment, and the other is hostile environment harassment. Very few Ohio schools have clear, comprehensive sexual harassment policies. A strict, detailed policy is critical. Articulating the policy to students, teachers, staff, administrators, and employers of vocational students is essential. Title IX requires all school districts receiving federal funds to have grievance procedures to handle complaints of sex discrimination. The formal procedure outlines how to conduct an investigation, who is involved in determining policy violations, how to apply appropriate sanctions, and how to appeal the process. (Six references and 11 resources are listed.) (YLB)

ED 381 623 CE 068 704

Older Adult Literacy Resource Manual. Part One: Problems and Perspectives. Part Two: Workshop Guide.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- 14 Feb 95
NOTE- 107p.

recordkeeping and money management, planning for future learning, managing and retrieving information, and personal success traits/employability skills. Lesson plans are provided for each unit. Each lesson plan includes a unit goal and lists the teaching methods and resources suggested for use in accomplishing each of the unit objectives. A 15-item bibliography and 4-item resource list are included. Appended are student handouts dealing with business plans, channels of distribution, and the advantages of clear communication. (MN)

ED 381 642 CE 068 745

Guidelines for Program Development.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Reading Programs; *Community Education; *Educational Practices; Foreign Countries; Inservice Teacher Education; *Literacy Education; Outreach Programs; Professional Development; *Program Design; *Program Development; Program Evaluation; Records (Forms); Student Motivation; Volunteers
IDENTIFIERS- Manitoba

This guide, which is intended to assist developers of community-based adult literacy programs in Manitoba, explains the following components of good programming and presents suggestions for integrating them into literacy provision: community outreach, program development, learner involvement, provision of appropriate staffing, use of volunteers, commitment to training and professional development, and meaningful evaluation. Appendixes constituting approximately 60% of the guide contain the following sample documents: interview procedures and questions for literacy instructors, contract for literacy instructors, job description for literacy instructors, guidelines for evaluating teachers, criteria and interview questions for literacy coordinators, job description for literacy program coordinators, volunteer intake form, and financial statement. (MN)

ED 381 643 CE 068 746

Exemplary Practice in Manitoba. Models of Quality in Literacy Programming.
PUB DATE- 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Agriculture; Community Centers; *Community Education; *Demonstration Programs; *Educational Practices; *Educational Quality; Foreign Countries; Libraries; Library Services; *Literacy Education; Manufacturing Industry; Models; Program Content; Program Design; Rural Education; Urban Education; Volunteers
IDENTIFIERS- *Manitoba; *Workplace Literacy

This document profiles seven exemplary literacy programs in Manitoba, Canada: the Open Doors program in Winnipeg (a community-based program conducted in a school setting); the

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Economic Development; Employer Employee Relationship; *Employment Practices; *Federal Government; Federal Legislation; Federal Programs; Futures (of Society); *Government Role; Labor Conditions; *Labor Force Development; *Labor Legislation; Labor Needs; *Labor Standards; Laws
IDENTIFIERS- *Department of Labor

The Department of Labor's (DOL's) worker protection functions touch the lives of nearly every worker. Its approaches to carrying out these functions may have met the needs of an earlier time, but today's work world presents new demands and challenges to the federal government's traditional role. Today it is time to question the DOL's role in the areas of worker protection and work force development. According to employers and employees, DOL's approach needs the following: greater service orientation, improved communication, increased employers' and workers' accessibility to compliance information, and expanded meaningful input into the standard-setting and enforcement processes. By developing alternative regulatory strategies that supplement and, in some instances, replace its current labor-intensive approach, the DOL can carry out its statutory responsibilities in a less costly, more effective manner. Similarly, in the work force development area, the nation's job training programs have become increasingly fragmented and unclear. What exists today, spread across many federal agencies, is a patchwork of federal programs with similar goals, conflicting requirements, overlapping populations, and questionable outcomes. The roughly $20 billion appropriated in fiscal year 1995 for job training assistance to adults and out-of-school youth is disbursed to 15 agencies, including the DOL, which supports 163 separate programs. The current situation suggests that a major overhaul and consolidation of programs is needed to create a more efficient, effective work force development system. (This report contains two appendixes: (1) major statutes and executive orders governing workplace regulation and (2) list of 45 publications on work force development and worker protection.) (KC)

ED 381 663 CE 068 770

Bergin, Sue; Johnson, Andy
Learning Difficulties and the Power of Labelling in ABE. Mendip Papers MP071.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Adult Basic Education; *Educational Change; *Educational Trends; Foreign Countries; *Labeling (of Persons); *Learning Problems; Social Bias; Stereotypes; Student Characteristics
IDENTIFIERS- Great Britain

A study examined recent developments in adult basic education (ABE) in Great Britain in relation to students with learning difficulties and issues about the ways in which programs seemed to be moving. Information was collected from ABE staff and students in case study sites in northwest England from the following sources: semistructured interviews and group/pair discussions; "ways of learning" day events; a residential

A study compared levels of career maturity between college students with and without learning disabilities and investigated factors associated with the career maturity of college students with learning disabilities. Specifically, the relationship between career maturity of college students with learning disabilities and the following variables was investigated: age, gender, academic achievement (grade point average), educational level, prior work experiences (type and quantity), socioeconomic status, severity of learning disability, and congruence. The sample consisted of 76 students with learning disabilities (all of those students participating in a special program for students with learning disabilities) selected from a public university in northwestern Pennsylvania. A control group of 106 students without learning disabilities was selected to approximate the leaning disabled sample. Following identification of the sample, the Career Development Inventory (CDI) developed by Super et al. and a demographic information form were completed by each student. T-tests and multiple regression analyses were used to analyze the data. Few differences were found between students with and without learning disabilities on measures of career maturity. Different predictors of career maturity for the two groups emerged, however. For learning disabled students, severity of learning disability and quantity of work experience were found to be predictors, accounting for 22 percent of the variance in career maturity. For students without disabilities, academic achievement, type of work experience, quantity of work experience, and gender were found to be predictors, accounting for 23 percent of the variance in career maturity. The study suggested that, because severity of learning disability had the most negative impact on career maturity, students with severe learning disabilities who are headed for college should have more rigorous career intervention starting in high school. (Contains 61 references.) (KC)

ED 381 682   CE 068 808

Draves, William A.
Energizing the Learning Environment.
PUB DATE- 95
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *Audiovisual Aids; Classroom Techniques; *Educational Environment; Educational Equipment; Educational Facilities Design; Instructional Effectiveness; Instructional Materials; *Teaching Conditions

This book explores the external environment, how it affects learning, and what practical techniques can be used to enhance the learning environment. It is meant to be a guide for teachers, instructors, and presenters and for administrators and managers. Part I focuses on the learning environment and addresses how the view of learning in society is changing, how economic and social conditions necessitate a different approach to learning and teaching, and how the physical learning environment can help create a successful session. Parts II-IV consider the four components of the physical learning environment and how to take advantage of them to enhance teaching and presenting. Part II on the learning room discusses recreating room design, choosing the best set-up, and moving in presenter space. Part III on teaching tools considers spicing up teaching tools, stirring imaginations visually, and adding a touch of high tech. Part IV on the natural environment measures that were outlined in the proposal were not utilized. The evaluation resulted in recommendations for improving the second year of the program implementation including: (1) information should be provided on the extent to which the services of community providers are being utilized by students, staff, and parents; (2) pre- and post-criterion referenced tests should be administered; (3) greater emphasis should be placed on the social, political, and economic bases of drug abuse; (4) staff trainees should be observed in order to assess the success of training in applied situations; (5) staff development training attendance sheets should have a space designated for participants' job titles; and (6) District staff should provide technical assistance to school staff so that the information from workshops can be readily applied in concrete situations. Appendices include summaries of program outcomes and participant responses to the workshops. (JE)

ED 381 701   CG 026 170

Pearson, Mark; Nolan, Patricia
Emotional Release for Children: Repairing the Past--Preparing the Future.
PUB DATE- 95
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Therapy; *Child Development; *Child Psychology; Counseling; *Counseling Techniques; Dance Therapy; Defense Mechanisms; Emotional Development; *Emotional Problems; Foreign Countries; Music Therapy; Psychological Needs; *Therapy
IDENTIFIERS- Gestalt Psychology; *Sand Play

Emotional Release Counselling (ERC) is based on the simple premise that to feel emotions and energy and to let them be expressed keeps us mentally healthy. ERC works to help a child be deeply connected to the sensation within the body, to develop self-awareness. The book explains the concept of emotional release counseling and provides specific suggestions for activities counselors can do with children. Organized into nine chapters, the book includes emotional release exercises; guidance for planning personal development and counseling sessions; an introduction to Sandplay Therapy; work with art, drama, and music; Gestalt methods, relaxation and visualization formats, and a chapter of "Care for the Carers." There are five appendices that provide formats to be used for specific sessions, additional resources in music, and contact people. The book also includes a glossary of terms, a list of recommended readings, an index to exercises, and a general index. (JE)

ED 381 702   CG 026 174

Drug Use Forecasting. 1993 Annual Report on Juvenile Arrestees/Detainees: Drugs and Crime in American Cities. Research in Brief.
PUB DATE- Nov 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

SPONS. AGENCY- Colorado State Dept. of Education, Denver. Prevention Initiatives Unit.
PUB DATE- 16 Dec 93
NOTE- 34p.; For the 1991 survey, see ED 359 469.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Behavior Patterns; Child Health; Drug Use; Eating Habits; Health Materials; Physical Activity Level; *Risk; School Surveys; Secondary Education; Self Esteem; Sexuality; *Student Behavior; Tobacco; Trend Analysis
IDENTIFIERS- *Colorado; *Youth Risk Behavior Survey; Youth Studies

This report describes the results of a survey conducted in 1993. The report was written to stimulate useful discussions among educators, parents, and youth about ways to increase informed support for effective, school-based comprehensive health programs. The survey was designed by national experts to measure the extent to which adolescents engage in behaviors that result in unintentional and intentional injuries; tobacco use; alcohol, and other drug use; sexual behaviors; dietary behaviors that cause health problems; and physical inactivity. Each section includes a summary statement about the consequences of engaging in various health risk behaviors, state-specific statistics regarding the consequences of health risk behaviors, and data presented in graph- and bullet-statement form. Of the 1,585 students who voluntarily participated in the survey, 49.5 percent were female and 50.5 percent were male. Results indicated that students continue to exhibit behaviors that lead to the most serious health and social problems of adolescence and adulthood. These behaviors include not wearing seat belts, carrying guns and other weapons, and high-risk sex. Students' dietary and physical activity patterns also need improvement. Recommendations on establishing school health education programs are offered. (RJM)

ED 381 722   CG 026 199

Colorado Youth Risk Behavior Survey for Youth in Out-of-Home Placement.
PUB DATE- 93
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; At Risk Persons; *Behavior Patterns; Child Health; Delinquency; Drug Use; Eating Habits; Health Materials; Out of School Youth; Physical Activity Level; Residential Programs; *Risk; Self Esteem; Sexual Abuse; Sexuality; Tobacco; Trend Analysis
IDENTIFIERS- *Colorado; Out of Home Care; *Youth Risk Behavior Survey; Youth Services Systems; Youth Studies

This report describes the results of a survey on out-of-school youth's health risk behaviors. The behaviors studied include unintentional and intentional injuries; tobacco use; alcohol, and other drug use; sexual behaviors; dietary behaviors that cause health problems; mental well being; and physical inactivity. Seventy-eight percent of all the eligible residential child care and youth services' facilities participated in this survey. Of the 1,259 respondents (age 12-18), 78 percent were male and 59 percent were over the age of 15. Results indicated that in the 30 days prior to coming to their facilities, over one third of respondents had carried a gun, 60 percent had ingested at least five drinks on at least

Counseling; Outcomes of Treatment
IDENTIFIERS- Progress

This paper describes a framework for counselors that will help them classify personal and social problems of clients for base-line and end-line comparisons. Counseling's goal, as presented here, is to help individuals for a lifetime; therapy is not seen as the giving of advice or solutions, but as a teaching process through which clients become both personally responsible and able to solve their problems. This model offers a way to help clients discover the content within themselves while counselors guide them in the selection of the appropriate problem-solving steps and actions. Since counseling focuses on change, a goal is needed for the client. Once a goal is established, then progress toward that goal can be measured and changes that occur over time in the client's classification can be documented and evaluated. The classifications and numerical measurements of the Axis I-V categories of the DSM provide a useful intake base-line and a discharge end-line for the documentation of client problems. The comparison of the base-line and end-line shows the level of the client's progression or regression over a given time. (RJM)

ED 381 742   CS 012 089

Wilkinson, Ian A. G.; And Others
Individual Differences in Story Comprehension and Recall of Poor Readers. Technical Report No. 611.
PUB DATE- Apr 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Individual Differences; *Low Achievement; Primary Education; *Reading Ability; *Reading Comprehension; Reading Difficulties; Reading Research; *Recall (Psychology); *Story Grammar
IDENTIFIERS- Australia (Brisbane); Story Comprehension

A study was conducted to identify poor readers and to characterize weaknesses in their knowledge and use of story structure in comprehension and recall. Subjects were 80 year-3 children in Brisbane, Queensland, Australia, 20 good readers and 60 poor readers. The poor readers were then divided into relatively homogeneous subgroups, using measures of language-reading comprehension, according to a numerical classification procedure. This procedure helped identify specific weaknesses in their language-reading comprehension. All children listened to three stories and retold the stories under free- and probe-recall conditions. Comparison of recalls between the good readers and each of the subgroups of poor readers showed that poor readers in two subgroups evidenced reduced sensitivity to story structure. The children in these subgroups recalled less of the stories overall, recalled less information from story grammar categories to varying extents, and showed patterns of category recall which differed from those of normal readers. Children in one of the subgroups also displayed poor perception of causal relations across story episode boundaries. These results provide evidence of marked heterogeneity in poor readers' story comprehension and recall. Certain subgroups of poor readers may have qualitatively different problems processing stories, relative to other poor readers, which may require a more concerted approach to instruction in story structure. (Includes four tables of data and four figures; contains 68 references.) (Author/SR) and productive noise. Observers should also be prepared for a diversity of writing immersion and should compliment teachers for their flexible efforts. Whether students are writing, reading, talking, or listening, the emphasis is on interactive, meaning-focused learning. Teachers and administrators should realize that the whole language perspective takes time. It is especially effective when students sense that teachers truly value what they can do and care about them as "whole" people. (RS)

ED 381 762   CS 012 118

Sanacore, Joseph
Promoting Lifetime Professional Literacy.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperation; *Inservice Teacher Education; Intellectual Experience; *Lifelong Learning; *Professional Development; Scholarly Journals; Secondary Education; Teacher Improvement; Teacher Workshops; Time Management
IDENTIFIERS- *Knowledge Acquisition; *Professional Concerns; Professional Literature

Supporting efforts that promote the lifetime habit of reading professional literature should be a priority of administrators and teachers. Initiating teacher-led workshops, encouraging opportunities for collaboration, and providing time for working together are a few positive steps that complement conventional approaches to professional development. Workshop leaders can be especially supportive by helping participants apply a variety of criteria to specific articles from professional journals: readability, treatment, special features, scope, authority, and authenticity. Opportunities to discuss research findings and their application throughout the school year include setting aside time at faculty meetings to discuss professional literature, and involving teachers in the selection of professional materials that they will use. Ways to provide time for reading and collaborating include (1) scheduling teachers who are involved with a new curriculum for the same daily lunch period followed by a common preparation period; (2) organizing 2-hour staff development meetings biweekly, or providing 3 to 5 days each year for meetings; (3) using college interns to cover content area classes while teachers are engaging in collaborative efforts; and (4) using electronic mail to communicate with others, sharing ideas, and seeking help. Principals themselves should be readers of journals, monographs, and books, and should share pertinent findings with the staff. (RS)

ED 381 763   CS 012 119

Sanacore, Joseph
Reaching out to Homeless Students.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

*Humor; Journalism; Periodicals; *Student Attitudes; Student Centered Curriculum; *Student Needs; Writing (Composition); *Writing Instruction
IDENTIFIERS- Tension Reduction Theory

A widespread movement is underway to shift from teacher-centered toward more student-centered learning. Teachers are being encouraged to lecture less and lead more discussions, to be less directive and more facilitative. Students are being encouraged to be less passive and more participatory. In a magazine writing class, an instructor asked his students to describe the type of comments they would like to hear about the papers they had written on a personal experience. They said such things as "How did the story work as a whole?" or "Tell me what I did well." "Be specific." "This is what I want to hear most." These comments came after he joked with them by announcing first thing in the class that one of them would stand in front of the class and read his or her paper aloud. Then, the instructor informed them that members of the class would pick it to pieces and reduce the author to a quivering mass of insecurity. The result was a release of tension and an airing of feelings about why students fear participating in class. There is a method of humor that works by bringing into the open things that are unspoken, making a joke of them, and allowing people a way to decompress an inexpressible feeling. Some people use this kind of humor as a method of attack--with sarcasm. It can also be used empathetically, as a way of acknowledging that one person has "read" what another person is feeling and that it is all right. Thus, humor is an effective tool in the classroom. (TB)

ED 381 782 CS 214 791

Cobine, Gary R.
Developing Thinking Skills through Literature.
PUB DATE- 20 Jun 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Reading; *Critical Thinking; Higher Education; Literary Criticism; *Literature; Literature Appreciation; *Reading Strategies; Thinking Skills
IDENTIFIERS- Reading Uses; Response to Literature

A critical reader "does more than simply soak up bits and pieces of information." He applies a personal reserve of knowledge and experience to a text to ascribe possible meanings. In other words, he interprets. In addition, he compares his own values and beliefs with those suggested to him by a text and defends them, if necessary. In other words, he argues. Moreover, he often organizes his personal response by classifying or comparing possible meanings and then generalizes about comprehensive meaning. In other words, he infers. Finally, he analyzes the author's ideas, information, tactics and then predicts the author's semantic direction. In other words, he speculates. These behaviors suggest that interpretation, argumentation, inference, and speculation are a reader's higher-order concerns. Through a literature workshop method, a teacher must help students through these various stages. A student in the motivation stage, for instance, needs sufficient background on a reading topic to begin interpretation. In a workshop, study of a piece of literature can be individualized through certain activities. In a reading log, the student might write about what she already knows about the topic--in the case of

Disciplinarity and the Job Search, 1995.
PUB DATE- Mar 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English Departments; Higher Education; Intellectual Disciplines; *Job Applicants; *Job Search Methods; Rhetoric; Student Needs; Writing (Composition)
IDENTIFIERS- Advertising Effectiveness

The way job positions in English studies are conceptualized, advertised, applied for, and awarded is defined by the conventional contours of literary study. The precision with which the "Job Information List" breaks down literature positions by national and historical categories reflects the desire of a great many departments to hire and train according to these classifications. The grafting of "rhetoric and composition" onto this system is fraught with problems. Departments that assume disciplinary status and uniformity, and submit an ad with no clear hiring criteria beyond the label "rhetoric and composition" may have no clear sense of who and why they are hiring. Three recommendations are in order. The first is to hiring departments: construct a one-page description of your department's position which includes the kind of preparation that typifies the ideal candidate and those matters that the application should address. The second is to those who train Ph.D. students in rhetoric and composition: use professional training seminars and ad hoc job search instruction to prepare students for interviews with schools unlike your own. The third is to aspiring applicants: avoid the scattering-gun form-letter approach. Target jobs you want and locate college catalogs and bulletins. Relate your experience to the hiring department. (TB)

ED 381 803 CS 214 816

Oliver, Eileen
Let the Writing Speak for Itself: Assessing the Composing Skills of Inner-City African American Students.
PUB DATE- Nov 93
NOTE- 22p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-23, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Disadvantaged; Grammar; Higher Education; Inner City; Methods Courses; *Preservice Teacher Education; Scores; Secondary Education; Student Attitudes; *Writing Ability; Writing Instruction; Writing Skills
IDENTIFIERS- *African Americans; *Writing Development

Try as she would, one instructor of preservice teachers could not convince her students that such skills as reading and vocabulary are not good indicators of how well a secondary student will write, especially in the case of minorities. One of the hardest sells to new teachers is that students--at all levels--should write extensively, regardless of their poor grammatical constructions, glaring spelling errors, etc. When

Should Textbooks Be Politically Correct?...and Several Other Issues.
PUB DATE- 21 Nov 94
NOTE- 37p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; Higher Education; *Language Role; Multicultural Education; Speech Communication; Textbook Evaluation; *Textbooks
IDENTIFIERS- *Politically Correct Communication; *Professional Concerns

By getting hold of the dominating verbal structures, political correctness has tried (according to Paul Berman) to "get everyone to abandon certain previously unanalyzed phrases that contain the entire structure of oppressive social domination." Unfortunately, "political correctness" has become a pejorative term used to identify and denigrate what is perceived as liberal orthodoxy. In terms of appropriate usage in communications-related professional situations, a number of conclusions can be reached based on informal surveys: (1) at the moment there is only one textbook publisher that provides fairly comprehensive and specific guidelines to authors and reviewers--and even that guide is incomplete; (2) informal editor-author consultation is the primary method of dealing with bias-free usage; (3) the most widely used style guide, the "APA Publication Manual" provides advice on gender-free usage; (4) journal editors rely on reviewers and associate editors to deal with instances of bias and insensitivity; (5) in addition to concerns about sexism, concern for bias-free usage now includes ageism, racism, ethnic, religious and national slurs and bias against persons with disabilities and bias against lesbians and gay males; (6) many authors welcome the trend toward more sensitive language; (7) bias free language is a concern for newspapers too but there is equal concern that the desire to be inoffensive has undermined debate; (8) some practitioners in speech communication believe that an orthodoxy has cut off major lines of inquiry and research. (Contains 68 notes and 2 appendixes detailing publishers' guidelines and research material.) (TB)

ED 381 823 CS 508 886

Schroeder, Anthony B.
The Administrative View of the Educational Perspectives in Forensics Activities for the 21st Century.
PUB DATE- 20 Nov 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; College Administration; *Debate; Department Heads; *Educational Objectives; Educational Trends; Evaluation; Futures (of Society); Higher Education; *Persuasive Discourse; Speech Communication
IDENTIFIERS- Administrator Surveys

An open-ended survey was sent to speech communication department performance, lines to listen for, and problems to solve. The cue sheet concludes with advice for being a good audience member and a list of 10 stories, books, and movies that have characters that are too big or too little. (RS)

ED 381 843 CS 508 910

Who Is Billy Still? Cue Sheet for Students.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 5p.; Project also funded by the Kennedy Center Corporate Fund and the Morris and Gwendolyn Cafritz Foundation. For other guides in this series, see CS 508 907-909.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Blacks; Dance; Elementary Secondary Education; *Music Activities; *Music Appreciation
IDENTIFIERS- *African Americans; Lincoln Theatre DC; *Still (William Grant)

Designed to be used before and after attending a centennial performance of the music of African American composer William Grant Still, this cue sheet presents information about the performance. The cue sheet presents biographical information about Still and background information on the Lincoln Theatre in Washington, D.C., which had been closed from 1982 to 1995. The cue sheet discusses the musical program ("Danzas de Panama" and two art songs) performed by the Kinara String Quartet. The cue sheet also briefly discusses the "DC Showbiz Kids," who perform the dances. (RS)

ED 381 844 CS 508 911

Flynn, Rosalind
"The Very First Family": A Musical Play by Philip Hall, Based on Stories by Rudyard Kipling. Cue Sheet for Teachers.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 10p.; Project also funded by the Kennedy Center Corporate Fund and the Morris and Gwendolyn Cafritz Foundation. Shaded text may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiences; Class Activities; *Creative Activities; Discussion (Teaching Technique); *Drama; Elementary Education; *Enrichment Activities
IDENTIFIERS- *Drama in Education; Kipling (Rudyard); Musicals; Prehistoric Times; *Very First Family (The)

Designed to be used before and after attending a performance of the musical play "The Very First Family" (in which a Stone Age family and their neighbors bring three of Rudyard Kipling's stories to life), this cue sheet for teachers presents information about the performance and suggests classroom activities. The activities in the cue sheet involve young people in creative thinking, accommodating differing learning styles, and draw connections to various parts of the curriculum. The cue sheet discusses what the play is about, things to look for and listen for during the performance, biographical information on Rudyard Kipling, problems to solve, discussion questions, tips for being a good audience member, and a letter to parents about the performance. The cue sheet

Ruiz, Celia M.
Equity, Excellence and School Reform: A New Paradigm for Desegregation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 94
NOTE- 23p.; Paper presented at the Annual Meeting of the National Committee for School Desegregation (15th, Dallas, TX, March 24-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; *Compliance (Legal); *Court Litigation; Educational Discrimination; Educational Opportunities; Elementary Secondary Education; *Equal Education; Legal Problems; Legal Responsibility; Racial Discrimination; *Racial Integration; *School Desegregation
IDENTIFIERS- Brown v Board of Education

The questions of what a school system must show in order to be declared "desegregated" continue to be defined by the Supreme Court. This paper presents an overview of the original "Brown v. Board of Education" decision and the large body of case law that has evolved from it. Although over 500 school districts have been ordered to desegregate over the last 40 years, very few of these schools have been found by the courts to have completed the process, that is, declared "unitary." The first section reviews the original "Brown" holding and the establishment of court supervision of school boards' implementation of desegregation plans. The second section explores how courts applied the "Brown" mandate and created the vague terminology at issue in modern desegregation litigation. The final section reviews the "compensatory education" alternative, which focuses on improving education for minority students by means other than strict numerical integration, as well as the special problems found in districts with two or more minority groups. It is concluded that with the exception of demands for compensatory and remedial measures like those proposed in "Milliken II," further litigation carries no great promise for improving education for most students. The central tenet of "Brown" is in danger of being lost amidst voluminous paperwork and clever legal arguments. (Contains 78 footnotes.) (LMI)

ED 381 864 EA 026 649

Ruiz, Celia M.
Legal Standards Regarding Gender Equity and Affirmative Action.
PUB DATE- Mar 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Affirmative Action; *Compliance (Legal); Constitutional Law; *Court Litigation; Elementary Secondary Education; Employment Practices; Higher Education; *Legal Problems; *Legal Responsibility; Reverse Discrimination; Sex Discrimination

Because affirmative-action programs require governmental entities to act in a race-conscious and/or gender-conscious manner, public employers' affirmative-action programs may be challenged under both Title VII and the Equal Protection Clause of the

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Collective Bargaining; Decision Making; *Educational Cooperation; Elementary Secondary Education; *Leadership Styles; Organizational Change; *Participative Decision Making; School Administration; Teacher Administrator Relationship

This paper examines the changing role of school leaders, in light of the current trend toward participative decision making. Executive Order 12871 mandates the formation of a partnership between unions and management, which will result in teachers playing an active role in decision making. Leaders, particularly leaders of Department of Defense schools, should be concerned with the erosion of their managerial prerogatives as delineated by contractual agreements. The paper discusses why administrators need to understand shared decision making and describes strategies for engaging teachers in the decision-making process without completely giving up authority. Options for moving toward interest-based bargaining include holding roundtable discussions; including teachers in decisions about noncontractual issues; and engaging in collaborative, rather than collective, bargaining. It is argued that school leaders will not lose ground if the decisions are related to improved conditions for students. Administrators ultimately must balance the need to manage with the need to share ownership. (LMI)

ED 381 883 EA 026 670

Roles and Responsibilities in Education: A Position Paper.
PUB DATE- Dec 94
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Objectives; *Educational Policy; Elementary Secondary Education; Foreign Countries; Government School Relationship; Policy Formation; Public Opinion; *Role of Education; School Community Relationship; *School Restructuring
IDENTIFIERS- *Alberta

The Alberta Minster of Education recently announced a major education restructuring plan. Two components of the plan have a significant impact on the roles and responsibilities of various members of the education community--school-based management and school councils. This document contains position statements concerning the roles and responsibilities of all stakeholders in education. The position statements were derived from the School Act and related regulations and provincial policies and guidelines; the provincial government's school restructuring plan and Alberta Education's Three-Year Business Plan; and the results of a 1994 public-consultation process. The paper is based on the following assumptions: (1) all members of a society have a responsibility to contribute to the education of young people; (2) all roles and responsibilities in education are interrelated; (3) the clarification of roles and responsibilities will strengthen relationships and consequently will improve the quality of education; and (4) positive attitudes and goodwill are as important as legislative and regulatory controls. Following the introduction and background, the document contains 14 key premises and definitions. Roles and responsibilities are then outlined for students, parents, school councils, school boards, superintendents, principals, teachers, school and school-jurisdiction staff, the community, and Alberta Education. One figure and an appendix that

Because this change is to be designed and carried out by those within schools and not through external mandates, the book focuses on the management responsibilities of the principal and teachers. It draws heavily on the psychological theories of William Glasser and the management principles of W. Edwards Deming, calling for an outcome-based approach to education. However, the book does not subscribe to the conservative agenda advocated by business and industry, which calls for more testing. The 18 chapters in the book are divided into 3 parts. Part 1 outlines Deming's 14 points and Glasser's control theory and applies them to education. Part 2 examines the role of the principal as lead manager and the principal-teacher relationship. The principal's primary mission is to facilitate the teachers' efforts to organize the classroom for quality learning and exercise leadership in the development of a positive and healthy school climate. Several chapters describe the principal's role in the following areas: consensus decision making, staff development and selection, discipline, family involvement, and district responsibilities. Part 3 describes ways in which teachers can manage the classroom to promote quality learning, with a focus on developing an integrated curriculum, facilitating learning, and establishing noncoercive guidelines for classroom behavior. Appendices contain questions and answers for understanding and implementing the transformation stages and assessment scales. Nine figures and 10 tables are included. Contains 57 references and an index. (LMI)

ED 381 902 EA 026 694

Apple, Michael W., Ed.; Beane, James A., Ed.
Democratic Schools.
PUB DATE- 95
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Active Learning; Cooperative Learning; *Democracy; *Democratic Values; *Educational Innovation; Elementary Secondary Education; Intellectual Freedom; Nontraditional Education; Parent Participation; Participative Decision Making; *Public Education; Self Evaluation (Individuals); *Student Participation; Vocational Education

This book illustrates how educators in four U.S. communities committed themselves to preparing students for the democratic way of life. In four narratives, educators directly involved in four different school-reform efforts describe how they initiated demographic practices in their educational settings. The four schools serve as reminders that public schools play an important role in laying a firm foundation for the future of American democratic society. Acting as models of democratic principles in action, the schools help students understand the nature of citizenship and teach them the knowledge and skills necessary to maintaining a democracy. The book is based on Dewey's belief that schools should offer students the very qualities that characterize education in a democratic society--shared interests, freedom in interaction, participation, and social relationships. Chapter 1 offers a rationale for democratic schools and describes their characteristics. Chapters 2 through 5 present the stories of the following schools: Central Park East Secondary School (in New York City); the Rindge School of Technical Arts (in the Boston area); La Escuela Fratney (in Milwaukee, Wisconsin); and Marquette Middle

IDENTIFIERS- Technology Related Assistance Individ Disabil Act

This paper describes programs and resources that focus on access of postsecondary students with disabilities to computers and other forms of technology. Increased access to technological devices and services is provided to students with disabilities under the Technology-Related Assistance for Individuals with Disabilities Act (Tech Act). Section 508 of the Rehabilitation Act as amended by P.L. 99-506, may also have an impact as it requires that electronic office equipment used by the federal government be usable by persons with disabilities and may increase accessibility in other markets as well. Special programs have been developed at several colleges and universities to provide computer access for individuals with disabilities. These programs train students in use of large print terminals, adaptive keyboards, computerized braillers, talking computers, and other aids to independence. Seven publications that discuss financial support for purchasing adaptive technology are described, along with two organizations offering financial support. Several resources that assist with accessing computer technology are also described, such as the inLarge screen enlarging program, the SpeechViewer II software and accessories package, the IBM PC User Group, the Unicorn Smart Keyboard, and a journal titled "Technology and Disability." (JDD)

ED 381 922 EC 303 868

Giangreco, Michael F.; Cloninger, Chigee J.
Project L.I.F.E. (Lifelong Impact from Education). Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 17 Mar 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Deaf Blind; Educational Cooperation; Elementary Secondary Education; *Inclusive Schools; Individualized Programs; Mainstreaming; Models; Needs Assessment; Problem Solving; Program Development; *Quality of Life; *Student Educational Objectives; Values

Project LIFE (Lifelong Impact From Education) was a 3-year federally funded program to develop, field test, and disseminate a collaborative model that increases the capacity of neighborhood schools and local education agencies to provide appropriate educational services to children with deaf-blindness in general education settings and improve students' individually determined valued life outcomes. The model's major steps involve determining valued life outcomes from a family-centered perspective and developing a student's educational program components and supports referenced to those outcomes, addressing those educational program components in integrated settings using variations of an established problem-solving method, and evaluating the impact of the educational program by referencing it to changes in the student's valued life outcomes. This final report includes goals and objectives of the project, the conceptual framework and description of the Project LIFE model, description of research studies, methodological and logistical problems, and annotated bibliography of 10 major project products, and a summary of dissemination efforts and evidence of project impact. (JDD)

ED 381 923 EC 303 869

This resource guide lists and annotates 120 English and 8 French learning materials available for use in special education in Alberta, Canada. The scope encompasses assessment, career development, child development, early childhood services, guidance and counselling, home economics, information and legal documents, integration/mainstreaming, interagency collaboration, physical education, reading, and suicide. Specific exceptionalities are also addressed, including autism, behavior disorders, cerebral palsy, dependent handicapped, educable mentally retarded, gifted and talented, hearing impaired, learning disabled, physically/medically disabled, trainable mentally retarded, and visually impaired. The list is divided into five sections: (1) English resources presented alphabetically by title; (2) French resources presented alphabetically by title; (3) English authorized learning resources available for special education; (4) French authorized learning resources available for special education; and (5) a subject listing. Along with bibliographic information and the annotation, an Alberta source for acquiring the item and a price are listed. Order forms are appended. (JDD)

ED 381 942 EC 303 888

Bruno, Paula
Career Awareness Resources for Exceptional Students (Project CARES), 1993-94. Final Evaluation Report. OER Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 47p.; Prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit. Funds were provided by the Transitional Bilingual Education Grant. For the 1992-93 report, see ED 372 550.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Awareness; Computer Literacy; Curriculum Development; *English (Second Language); Independent Living; *Limited English Speaking; *Native Language Instruction; Outcomes of Education; Parent Participation; Program Effectiveness; Secondary Education; Spanish Speaking; Staff Development
IDENTIFIERS- New York City Board of Education; *Project CARES NY

Career Awareness Resources for Exceptional Students (Project CARES) is an Elementary and Secondary Education Act Title VII-funded project in its fourth year in 1993-94. The project served 65 Spanish-speaking students (ages 14-21) of limited English proficiency in two schools in the Bronx, New York. Participating students received instruction in English as a Second Language; native language arts; and the content areas of mathematics, science, and social studies. The project stressed career awareness and computer literacy, emphasizing the attainment of independent life skills. Staff development workshops were offered, focusing on multicultural education, computer-assisted instruction, interpersonal relationships, classroom management, and infusion of career education. The project also sponsored a variety of parental involvement activities. Project CARES met its objectives for native language arts, mathematics, science, social studies, career education, computer skills, occupational awareness, career conferences, self-esteem, dropout prevention, attendance, cognitive maps, staff development, and curriculum development. Recommendations for program improvement are offered. Appendices include lists of instructional materials, schedules of consultation and improvement process. (Contains 23 references.) (DB)

ED 381 962 EC 303 909

Zabala, Joy
The SETT Framework: Critical Areas To Consider When Making Informed Assistive Technology Decisions.
PUB DATE- Mar 95
NOTE- 6p.; Paper presented at the Florida Assistive Technology Impact Conference and Technology and Media Division of Council for Exceptional Children (4th, Orlando, FL, March 2-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); Decision Making; *Disabilities; Elementary Secondary Education; *Evaluation Methods; *Needs Assessment; Student Evaluation; Technology

This brief paper offers a systematic approach to making decisions regarding the provision of assistive technology devices and services for students with disabilities. Initial questions address which students need assistive technology, what kind of technology is needed, and who is involved in making these decisions. The question about what sort of data should be collected is answered by a proposed model, the SETT framework, which raises a series of 16 questions about the Student, the Environment, the Tasks, and the Tools. A form for collecting SETT information is attached. (DB)

ED 381 963 EC 303 910

Honig, Alice Sterling; Winger, Catherine J.
A Professional Support Program for Families of Handicapped Preschoolers: Decrease in Maternal Stress.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Training Conference of the National Head Start Association (22nd, Washington, DC, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Agencies; *Child Rearing; Coping; *Disabilities; *Emotional Adjustment; Infants; Marital Status; *Mother Attitudes; Mothers; Preschool Children; Preschool Education; Sex Differences; Social Services; *Social Support Groups; Socioeconomic Status; *Stress Variables

This study investigated the effect of long-term professional social agency support on the level of stress perceived by mothers (N=65) of preschoolers with disabilities. Mothers completed the Questionnaire on Resources and Stress (QRS-F) and the Holmes and Rahe Social Readjustment Rating Scale. The hypothesis that stress is greater for mothers of children with a severe rather than mild disability was supported. Mothers caring for an infant under 2 years of age reported more stress than the mothers of preschool-aged children. Sex of child was not related to maternal stress. Married mothers reported higher stress than single parents. Maternal stress was modified by program support regardless of high or low socioeconomic status (SES), welfare recipient status, or extent of personal support

ED 381 983 EC 303 939

Steele, David
Gentle Teaching: A Value Based Framework for Helping Others.
PUB DATE- 8 May 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Affective Objectives; At Risk Persons; Behavioral Science Research; *Behavior Modification; *Classroom Techniques; Definitions; Elementary Secondary Education; Human Dignity; *Humanistic Education; *Humanization; Interpersonal Relationship; Intervention; *Mental Retardation
IDENTIFIERS- *Gentle Teaching

This paper describes a non-aversive behavior management approach called gentle teaching and details supportive techniques of the approach. Principles of gentle teaching are explained, including unconditional valuing of individuals (shown by verbal valuing, gestural valuing, and physical valuing); value reciprocation; and behavioral involvement (shown by co-participation in meaningful tasks). Specific supportive techniques recommended include creating increased opportunities for choice-making, errorless teaching, and redirection of challenging behaviors. Examples demonstrate use of these techniques with individuals having mental retardation. The controversial relationship between gentle teaching and applied behavior analysis is discussed, along with progress toward ending this conflict. Concerns of behaviorists regarding gentle teaching are identified, such as the lack of a clear operational definition and the relationship between gentle teaching techniques and applied behavior analysis principles. Common ground between the two approaches are also noted, such as applicability with all "marginalized" clients and a decreased emphasis on gentle teaching as a method of reducing challenging behaviors. (Contains 24 references.) (DB)

ED 381 984 EC 303 940

Fuchs, Lynn S.
Connecting Performance Assessment to Instruction: A Comparison of Behavioral Assessment, Mastery Learning, Curriculum-Based Measurement, and Performance Assessment. ERIC Digest E530.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 3p.; Derived from "Connecting Performance Assessment to Instruction," by Lynn Fuchs; see ED 375 565.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Curriculum Based Assessment; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Learning; Mastery Learning; *Performance; *Student Evaluation; Teaching Models
IDENTIFIERS- ERIC Digests; *Performance Based Evaluation

This digest summarizes principles of performance assessment, which connects classroom assessment to learning. Specific ways that assessment can enhance instruction are outlined, as are criteria that assessments should meet in order to inform instructional decisions. Performance assessment is compared to

ED 382 004 FL 022 897

Strong, W. F.
Linguistic Assimilation of Westerners Living in the Yoruba Area of Nigeria.
PUB DATE- May 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (New Orleans, LA, November 19-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Code Switching (Language); Colonialism; *English; Foreign Countries; *Intercultural Communication; *Language Patterns; Language Usage; *Language Variation; Second Language Learning; *Second Languages
IDENTIFIERS- English (British); *Nigeria; Yoruba (Tribe)

This study investigated the strategies used by westerners, particularly American, Canadians, and Britons, to assimilate linguistically with the Yoruba people of southwestern Nigeria. The report begins with a brief chronicling of the history of colonialism and English usage in Nigeria. The study is then described. Based on observation of interactions between westerners and Yorubas, a list of 58 commonly-used terms and expressions in Yoruba, British English, Nigerian, and pidgin was compiled. Using this, a survey instrument was constructed to determine patterns of usage, attitudes, and stages of assimilation of westerners. Respondents (n=42) were scholars, professionals, foreign government employees, western-raised spouses of Nigerians, and university students. Results indicate that for many westerners, code-switching was necessary due to the amount of British English in common usage. Significant usage of pidgin words and word patterns was found. In addition, use of Yoruba words was found to be socially advantageous. Based on these findings, it is concluded that use of expressions in this list correlated negatively with expatriates' frustration levels in daily life in the region. Further research and development of findings is anticipated. (MSE)

ED 382 005 FL 022 898

Griffee, Dale T.
A Longitudinal Study of Student Feedback: Self-Assessment, Course Evaluation and Teacher Evaluation.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Second Language Programs; College Students; Conversational Language Courses; *Course Evaluation; *English (Second Language); *Feedback; Foreign Countries; Higher Education; Instructional Improvement; Longitudinal Studies; Second Language Instruction; *Self Evaluation (Individuals); *Student Attitudes; *Student Evaluation of Teacher Performance; Surveys
IDENTIFIERS- *Japan

An exploratory, longitudinal study was undertaken to investigate how student self-assessment, course evaluation, and student evaluation of teaching can be incorporated into university second language instruction. Three issues were addressed:

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Drama; Foreign Countries; *Improvisation; Instructional Design; *Role Playing; Second Language Instruction; *Second Languages; *Simulation; *Teaching Methods
IDENTIFIERS- Great Britain

A discussion of drama as a method for second language instruction looks at rationale, requirements, techniques, and classroom procedures. The first chapter examines the connections between drama and language learning, and proposes that drama can be useful with any teaching style. Issues discussed here include encouragement of pupil talk, support of individual development, student ability level, and the role of drama in Britain's National Curriculum. In the second chapter, popular misconceptions about drama activities in the classroom are examined briefly. Chapter 3 describes specific basic classroom drama activities: memory games; circular conversations; circular stories; a task-relaying game; question-answering games; movement games; word games; circle or chain activities; rhythm exercises; mime; and guessing games. Two case studies in which simulation, improvisation, and role-playing were essential elements are reported in the fourth chapter, and in the final section, practical hints are offered for the teacher using drama activities for the first time. Contains 15 references. (MSE)

ED 382 027 FL 022 930

Esch, Edith, Ed.
Self-Access and the Adult Language Learner.
PUB DATE- 94
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Adult Learning; Cognitive Processes; *Computer Assisted Instruction; Continuing Education; Electronic Mail; Foreign Countries; Higher Education; Hypermedia; *Independent Study; Information Technology; *Learner Controlled Instruction; Program Descriptions; Second Language Instruction; *Second Languages; Staff Development; Telecommunications
IDENTIFIERS- Anglia Polytechnic University (England); Chinese University of Hong Kong; Hong Kong; University of Central Lancashire (England)

The immediate stimulus for this collection of papers was a conference, Self-Access and the Adult Language Learner, organized by the Centre for Information on Language Teaching and Research (CILT) and the Language Centre of the University of Cambridge in December 1992 at Queen's College, Cambridge. Several 1-day conferences on the same theme were also organized during 1993 and 1994 in Stirling (with Scottish CILT), the Universities of Westminster, Leicester, and Bristol. Papers include: "Aspects of Learner Discourse: Why Listening to the Learners Is So Important" (Philip Riley); "Demystifying IT in Second Language Learning" (Jeremy Fox); "Hypermedia and Cognitive Tools" (Terry Mayes); "Preparing Learners: Toolkit Requirements for Preparing/Orienting Learners" (Leslie bibliography. Topics of these seminars include job descriptions, work flow, organization charts, policies and procedures, handling dissatisfied customers, resolving conflicts, managing stress, office relations, performance review, meetings, maps and charts, American workplace customs, expressing empathy, prejudice, professional image, business meetings; introductions, letter writing, telephone messages, and presentations. Four numeracy units, covering fractions, decimals, percentage, tables, and graphs, are also presented. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 382 050   FL 800 862

Ballering, Eugenie; And Others
Handbook for Using the Video "Communication Pays Off."
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 95
NOTE- 34p.; For a related document, see FL 800 861.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Assertiveness; *Banking; Bias; *Business Communication; Competition; Conflict Resolution; Coping; Empathy; *English for Special Purposes; Idioms; Interpersonal Communication; Interprofessional Relationship; Job Skills; Letters (Correspondence); Listening Skills; Meetings; Second Language Instruction; Supervision; Telephone Usage Instruction; Videotape Recordings; Vocabulary Development; *Vocational English (Second Language); *Work Environment
IDENTIFIERS- *Politeness

This handbook is intended for use in teaching communication skills to bank employees who are non-native speakers of English. It is designed to accompany a videotape recording (not included here) containing 35 vignettes concerning workplace behavior, communication, and problem-solving. Introductory sections provide brief descriptions of each vignette and general recommendations for using the video. Subsequent sections contain teaching notes for vignette topics, including new vocabulary and idioms, pre-viewing questions, procedures for showing the tape, instructions for role-playing and discussion, suggested extension activities, and specific questions to use in classroom discussion. Vignette topics include assertive behavior, prejudice, anger at work, conflict resolution, coping skills, office relations, listening skills, and meetings. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 382 051   FL 800 900

Taylor, Eric H.; Barton, Lisa S.
Southeast Asian Refugee English Proficiency & Education in Texas: Findings from the Texas Refugee Study.
PUB DATE- Apr 94
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Data Analysis; Data Collection; Educational Status Comparison; Education Work Relationship; English (Second Language); Factor Analysis; Family Income; Functional Literacy; Health Needs; *Interviews; *Language Proficiency; *Quality of

raising systems and approaches. No consensus was observed in regard to materials that covered specific types of fund raising. (Contains 15 references.) (MDM)

ED 382 070 HE 028 257

Annunziato, Frank R.
Unionization among College Faculty--1995.
PUB DATE- Feb 95
NOTE- 13p.; For the 1993 report, see ED 371 687; for the 1994 report, see ED 371 695.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Collective Bargaining; *College Faculty; *Demography; Faculty College Relationship; Group Membership; Higher Education; National Organizations; Negotiation Agreements; Union Members; *Unions
IDENTIFIERS- American Association of University Professors; American Federation of Teachers; National Education Association; Union Election Campaigns

This article examines unionization among college faculty in 1994. Academic unions represented 242,221 professors in 1994, a growth of 3.2 percent over 1993, and there were 502 bargaining agents on 1,075 campuses throughout the United States. This increase can be attributed to three factors: (1) unions won 8 out of 11 collective bargaining elections in 1994; (2) existing bargaining units grew in size; and (3) three colleges are now included in the figures that were incorrectly omitted in the past. The American Association of University Professors (AAUP) represented 64,298 faculty in 62 bargaining units. The American Federation of Teachers (AFT) represented 102,917 faculty in 163 bargaining units. The National Education Association (NEA) represented 88,365 faculty in 229 bargaining units. Independent unions represented 19,552 faculty in 44 bargaining units. Two states, California and New York, account for 50 percent of all unionized faculty members. Other demographic information concerning faculty unionization is included. (MDM)

ED 382 071 HE 028 258

Recognition and Rewards in the Mathematical Sciences. Report of the Joint Policy Board for Mathematics Committee on Professional Recognition and Rewards.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.
PUB DATE- May 94
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; College Mathematics; Department Heads; Departments; Faculty Evaluation; Faculty Promotion; Higher Education; Intellectual Disciplines; *Mathematics; Mathematics Education; Mathematics Instruction; *Mathematics Teachers; Merit Pay; Policy Formation; *Professional Recognition; Recognition (Achievement); Research; *Rewards; Scholarship; School Policy; Teacher Attitudes

This study of rewards and recognition in the mathematical sciences in higher education utilized data gathered from site visits to 26 institutions, 3 open forums, and a survey of a

NOTE- 4p.; For the full report, see HE 028 294.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Education; *Educational Economics; Enrollment; Federal Programs; *Financial Policy; Higher Education; *Investment; Minority Groups; Outcomes of Education; *Productivity; *Public Policy; School Policy; State Aid; *Student Costs; Student Financial Aid
IDENTIFIERS- ERIC Digests

This digest of a full report of the same title critically examines the cost controversy in higher education to better understand the types of financial strategies that can help resolve the crisis in college costs. A look at why these costs are so controversial finds that rapid rise in tuition, public debate about educational expenditures and real or alleged waste, and concerns over access, have increased debate about public funding of college costs and weakened public confidence in higher education institutions. In exploring the role of federal and state policies contributing to the controversy, the analysis finds changes in federal policy influenced the overall pattern of enrollment redistribution and indirectly influenced price increases in private colleges. At the state level the analysis finds that declines in state support have led to increases in tuition at public institutions, that decreased appropriations by states usually lead to increased tuition charges, decreased grants, and reduced minority participation. A look at institutional policies and their contribution to the controversy examines why prices increased, changes in productivity, and the quality of investment in higher education. Final sections explore whether the negative effects of cost increase can be reduced, improving productivity, and improving returns on education. (Contains 7 references.) (JB)

ED 382 093 HE 028 294

St. John, Edward P.
Prices, Productivity, and Investment: Assessing Financial Strategies in Higher Education. ASHE-ERIC Higher Education Reports.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 171p.; For a digest of this document, see HE 028 293.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Access to Education; *Educational Economics; Enrollment; Federal Programs; *Financial Policy; Fiscal Capacity; Higher Education; *Investment; Minority Groups; Models; Outcomes of Education; Policy Formation; Politics of Education; *Productivity; *Public Policy; School Policy; State Aid; *Student Costs; Student Financial Aid

This analysis critically examines the cost controversy in higher education with an eye to resolving the crisis which is currently serving to exacerbate public willingness to fund higher education. An introduction touches on the role and influence of political ideologies and offers a framework to be used throughout the analysis for critically examining ideological claims regarding the cost controversy. A section on the role of federal financing strategies and their contribution to the cost controversy looks at the federal role in pricing,

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Literacy; Adult Students; Developed Nations; Foreign Countries; *Literacy Education; *Older Adults; Student Characteristics; *Student Needs; Teaching Methods; Tutors; Volunteer Training
IDENTIFIERS- *Saskatchewan

This document is a two-part workshop resource manual intended to help trainers of literacy tutors and others to raise awareness of the particular needs of older adult literacy learners. Part 1 contains basic information on the topic of older adult literacy obtained from a review of the most current literature available and has a Canadian and, especially, Saskatchewan emphasis. An introduction is followed by an overview of literacy among Saskatchewan older adults, including a definition of literacy, statistics, and implications of low literacy. Other sections focus on the following topics: selected historical perspectives on seniors' literacy problems; barriers to improving literacy skills, such as social-political, self-perception, physical, program conditions, and cultural; motivation for increasing literacy skills; reaching the older adult literacy learner; and learning characteristics of older adults. A final section on adapting program design and materials to the needs of older adults addresses adaptations to overcome barriers, adaptations to capitalize on interests, and adaptations in teaching older adults. A summary is followed by a list of 13 references and description of the Saskatchewan Older Adult Literacy Project. Part 2, the workshop guide, includes facilitator notes that cover the same topics as part 1, but they are abbreviated for facilitators to use as notes when conducting a workshop. Appendixes include the following: a workshop outline, additional workshop options, getting acquainted exercises, group activities, and a listing of Saskatchewan literacy programs and literacy resource centers throughout Canada. Names, addresses, and telephone numbers are provided for these program resources. (YLB)

ED 381 624 CE 068 707

Self-Esteem. Update.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Adult Learning; *Adult Students; *Classroom Environment; *Classroom Techniques; *Learning Disabilities; Learning Experience; *Self Esteem; *Teaching Methods

This publication lists 29 suggestions for ways in which practitioners can develop self-esteem in adults with learning disabilities. It defines self-esteem and discusses the benefits of fostering an individual's sense of self-esteem. Incorporation of these suggestions into the learning situation is recommended as a way to help establish an environment that fosters self-esteem for the student with special learning needs. (YLB)

Brandon Friendship Centre literacy program (a community-based program conducted in a friendship center in rural Manitoba); the Flin Flon Friendship Centre literacy program (a community-based program conducted in a library in northern Manitoba); the Transcona Literacy program (a volunteer program conducted in a community centre in Winnipeg); the Pembina Valley Language Education for Adults program (a community-based program that is presented in multiple centers through the efforts of a coalition of community and government organizations formed to coordinate adult literacy education in the rural Pembina Valley area); the Communication Enhancement Program (a workplace literacy program for workers in the agriculture sector that is sponsored by the United Grain Growers and Manitoba Pool Elevators); and the workplace literacy program offered by the manufacturing company Atlas Graham. Each program profile contains some or all of the following: highlights of the program's 1994-95 project plan, background to the program, elements of good practice and unique features of the program, and a discussion of how the program's development plan reflects its philosophy. (MN)

ED 381 644 CE 068 747

Boyd, Donna J., Ed.
Enhancing Continuing Education through Partnerships: The Importance of Cooperation and Collaboration. Proceedings of the Annual Meeting of the Association for Continuing Higher Education (56th, Toronto, Ontario, Canada, October 22-25, 1994).
PUB DATE- Oct 94
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Programs; Adult Students; College Programs; *Continuing Education; Cooperative Programs; Education Work Relationship; Higher Education; *Institutional Cooperation; *Partnerships in Education; *Program Implementation; Program Improvement; *School Business Relationship; Student Recruitment; Two Year Colleges

The following addresses or abstracts of addresses are included: "Partnerships: Definitions, Key Ingredients, and Behaviors" (Sujansky); "A Different Mirror: Multicultural Partnerships in Continuing Higher Education" (Takaki); "Mediating Multicultural Crisis in Continuing Higher Education: Partnerships for the Department of Justice and the Academy" (Glenn); "Re-Inventing the University: From Ivory Tower to Civic Partner" (Scott); and "Partners in Learning; Adult Learners and Adult Educators" (Brookfield). Concurrent session presentations include the following: "Course Assignments and the Adult Learner: Strategies that Work" (Campbell); "The Development and Implementation of the Chester County Training Partnership" (Kray); "Partnerships Enhancing International Continuing Higher Education Programming: Three Award-Winning Programs" (Walker, Hendrick); "Leadership in Building Institutional Partnerships" (Sweeney, Ryan, Fitzgerald); "Partnering with Government and Other Higher Education Institutions" (Hoskins, Maras, Murphy); "Partnerships in Learning; An Eclectic Approach" (Kops); "In Matters of Degree, Let Us Show You the Way" (Stickney-Taylor, Stewart); "Partnering--Doing More with Less" (Hendrick, Beisel); "Internal and External Connections: Creating Win-Win Partnerships" (Harris; Vonler); "A Cooperative Partnership in Continuing Higher Education" (Denison, Feather); "Regional Collaboration which Fosters Learning for Adults with Special Needs" (Gadbow, DuBois); "Cohorts: Building Internal Networks weekend with workshops; case study scenarios, role play, and drawing; and a questionnaire to original open learning centers funded by the Adult Literacy and Basic Skills Unit and more established ABE providers across England and Wales. Findings indicated the referral practice appeared to be the way ABE was developing. Recent initiatives had created a spread of open learning approaches and "drop-in" facilities accompanied by the demise of small group sessions with a teacher/facilitator. "Preferred types" of students were emerging. The demise of group learning was accompanied by a rise in individualized learning. Policy statements, professional staff, and institutional arrangements operated in conjunction to label the "normal" ABE student and the "other" student with learning difficulties. A more negative perception of adult students with learning difficulties existed, leading to negative definitions and labelling. Another trend was the pressure to demonstrate achievement in particular, specified ways. This would have powerful effects on people with learning difficulties. (Contains 10 references.) (YLB)

ED 381 664 CE 068 772

Jennings, John F., Ed.
National Issues in Education: Goals 2000 and School-to-Work.
PUB DATE- 95
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Change Strategies; Educational Change; *Educational Legislation; Educational Needs; *Educational Objectives; Educational Opportunities; Educational Policy; *Education Work Relationship; Federal Legislation; Federal State Relationship; Government School Relationship; National Programs; *Policy Formation; Politics of Education; Postsecondary Education; Public Policy; Secondary Education; Systems Approach; *Vocational Education
IDENTIFIERS- *Goals 2000; *School to Work Opportunities Act 1994

This document traces the Goals 2000: Educate America Act and the School-to-Work Opportunities Act as they proceeded through Congress. The following papers are included: "Preface" (Douglas Bedient and Michael D. Usdan); "Introduction" (John F. Jennings); "The Goals 2000: Educate America Act. Providing a World-Class Education for Every Child" (Richard W. Riley); "Enacting Goals 2000: Educate America Act" (Dale E. Kildee); "The Unmaking of School Reform" (John A. Boehner); "Goals 2000: A New Partnership for Student Achievement" (Gordon M. Ambach); "The Governors and the National Education Goals" (Carroll A. Campbell, Jr.); "Systemic Reform and Goals 2000" (Jennifer O'Day); "Building a Framework for a School-to-Work Opportunities System" (Robert B. Reich); "Establishing the Framework for 'Hire' Education in America" (Paul Simon); "Concerns about School-to-Work" (Nancy Landon Kassebaum); "The Evolution of the School-to-Work Opportunities Act" (Hilary Pennington); and "School Reform: The Making of Two New National Policies" (John F. Jennings). (MN)

ED 381 665 CE 068 773

Adult Education Program Performance Report. Fiscal Year 1994. Under the Four-Year Plan for the Administration of Adult Education, P.L. 102-73.
PUB DATE- 94
NOTE- 65p.

discusses reacting to time of day, controlling the natural factors, and planning tips to start. Part V on learning media explores setting the mood, making participants feel special, and creating sensory experiences. Part VI describes how to respond to participants. Appendixes include the following: lists of materials to buy for use in presentations; the five best resources on adult learning, teaching, and presenting a session; a list of references by chapter; a 10-item bibliography; and an index. (YLB)

ED 381 683   CE 068 809

Stephens, Geralyn E.
Workplace Literacy: A View of Employee Reading Levels.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adult Literacy; Adults; Educational Needs; *Functional Literacy; Illiteracy; Lifelong Learning; *Manufacturing Industry; *Reading Skills
IDENTIFIERS- Texas (Dallas); *Workplace Literacy

Attention has been focused on whether U.S. competitiveness in a global market can be sustained if the work force has deficient reading skills. The U.S. Department of Education estimates that 90 million adults (50 percent of the adult population) do not have the literacy skills they need to function in society. These persons have limited reading skills and are unable to perform simple tasks. Another 40-44 million adults are thought to be functionally illiterate; that is, they fall short of mastery levels in reading and mathematics. A research study focused on answering the following question: Do employees within a given work force demonstrate limited reading skills? Reading comprehension and vocabulary skills were examined using the Test of Adult Basic Education (TABE) with a sample population of 106 employees from a manufacturing company in Dallas, Texas. The findings of the study do not confirm national statistics. The results indicated that the overall reading level exceeds the national average, with the majority of the sample group performing about the 12th-grade level in both reading areas evaluated. Only about 6 percent of the work force scored at the eighth-grade level or below and might benefit from continuing education programs at a higher level than basic literacy. (Contains 12 references.) (KC)

ED 381 684   CE 068 811

Keegan, Desmond
Distance Training in the European Union. ZIFF Papiere 96.
PUB DATE- Dec 94
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Comparative Analysis; Computer Assisted Instruction; *Distance Education; *Educational Practices; Educational Technology; Enrollment; Flexible Progression; Foreign Countries; Instructional Student Costs; Literature Reviews; Open Education; Teleconferencing
IDENTIFIERS- *European Community

A study examined distance training in the European Union (EU) countries. First, recent literature on the following topics was reviewed: technology-supported learning, flexible and distance

DESCRIPTORS- *Adolescents; Attendance; Children; Cocaine; *Crime; Delinquency; *Drug Use; Elementary Secondary Education; *Males; Marijuana; Narcotics; Substance Abuse; *Youth Problems
IDENTIFIERS- Drug and Alcohol Survey; *Drugs; *Drug Use Forecasting Study

This report offers data on juvenile drug use and crime so as to increase understanding of the dimensions of drug use among youthful offenders. The report includes information from collaborative efforts at both the Federal and the local levels. Data on male juvenile arrestees and detainees were collected in 12 Drug Use Forecasting (DUF) sites located in large cities throughout the United States. Ten of these sites also collected data on female juvenile arrestees and detainees; however, these statistics are not presented due to the small sample size. Figures were compiled by DUF staff obtaining voluntary urine specimens and from interviews of juvenile arrestees and detainees. Nine of the twelve sites reported small increases in the percentage who tested positive for two or more drugs. The most striking result in the report was the rise in the percentage of juveniles who tested positive for recent use of marijuana. This escalation occurred as rates of cocaine use remained largely unchanged at most sites. Furthermore, those testing positive for marijuana use exhibited different patterns of school attendance than did those who used cocaine. Each site's findings are presented on a one-page format, featuring graphs, percentages, and other indicators of the level and the effects of drug use. (RJM)

ED 381 703 CG 026 175

Rippens, Paula D.; Baldwin, Cynthia
Issues of Premature Indoctrination into Sexualized Behavior.
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Abuse; Child Development; *Child Psychology; Children; Counseling; Incest; *Sexual Abuse; Sexuality
IDENTIFIERS- *Indoctrination; Sex Knowledge

One dynamic that is often neglected in treatment of child sexual abuse is that of how a child's premature indoctrination into sexualized behavior, and the behaviors themselves, may inadvertently contribute to the overall victimization process. Children are capable of experiencing physical and psychological pleasure from sexual stimulation and are entitled to safeguards and freedoms from which to explore these developmental behaviors. However, they can also be vulnerable to inappropriate manipulations and attentions. Children can recognize the various benefits and rewards from compliant sexual participation. They may even initiate sexual behaviors such as flirtation, which have been modeled or reinforced. Therefore, it is highly possible that sexually abused children have been inappropriately and prematurely indoctrinated to respond to their environments and significant others in a developmentally sexualized manner. If children are not injured or frightened, they may engage in a progression of sexualized behaviors and may even manipulate sexualized activities for perceived gain. The perpetrator may see this as evidence that the child is sexually provocative and willing to participate. Many victims of sexual abuse blame themselves for the experience. Counselors need to help these victims understand normal sexual feelings and sexuality development in children and how such childhood responses were natural given their one occasion, 20 percent had used cocaine, and nearly half had consistently smoked cigarettes. Over 80 percent of the youth had engaged in vaginal intercourse, with over half indicating having had sexual intercourse before the age of 13. Sixty percent of the males and seventy percent of the females reported having had unprotected sex during their last sexual encounter. Nearly 40 percent of females and 10 percent of males admitted to having been sexually abused. Six appendices give information on participating facilities, survey methodology, a copy of the survey, and suggestions for survey revisions. (RJM)

ED 381 723 CG 026 200

Adolescent Living Skills. Final Report, FFY 1994.
SPONS. AGENCY- Administration for Children, Youth and Families (DHHS), Chicago, IL. Region 5.
PUB DATE- 31 Dec 94
NOTE- 119p.; Title IV-E-IL Independent Living Program.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Child Welfare; *Daily Living Skills; Disadvantaged Youth; Foster Care; *Foster Children; *Independent Living; Job Skills; Secondary Education; *Self Care Skills; Youth Programs
IDENTIFIERS- *Minnesota; *Substitute Care; Youth Services Systems; Youth Studies

This publication summarizes a state program for youth in substitute care. The report includes a description of county, private agency, and state staff efforts; program expenditures; a description of youth served and how they were helped in the transition from foster care to independent living; and recommendations for the coming year. The central program for youth in substitute care is entitled Support for Emancipation and Living Functionally (SELF)--a State-supervised, county-implemented approach based on the premise that such youth are at significant risk of not making a successful transition to independent living. Program evaluation includes SELF staff assessments and quantitative analysis of program status and outcomes. Some program highlights included training and program development to promote culturally competent service delivery, expanded and enhanced focus in regional programming, and efforts to fill gaps in services. Follow-up surveys indicated many improvements: an increase of 25 percent of youth living on their own who had completed SELF-funded services; the proportion of youth with full-time jobs witnessed an increase from 11 percent to 25 percent; and other improvements. Three appendices provide state data collection and evaluation forms, samples of SELF newsletters, and further information. (RJM)

ED 381 724 CG 026 201

Wiener, Paul H.
Does Anybody Care? Title IV-E-IL: Adolescent Living Skills: SELF Program, Evaluation Report.
SPONS. AGENCY- Administration for Children, Youth and Families (DHHS), Chicago, IL. Region 5.
PUB DATE- Feb 93
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

ED 381 743 CS 012 095

Pate, Sarah S.
Using Mapping To Get the Most Out of READING!
PUB DATE- 95
NOTE- 23p.; Paper presented at the Annual Teaching Academic Survival Skills (TASS) Conference (6th, Cincinnati, OH, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; Higher Education; *Reading Skills; *Reading Strategies; *Study Skills; *Visual Aids
IDENTIFIERS- *Mapping (Reading)

Mapping (a visual system of condensing materials to show relationships and importance) is a strategy for reading which may be used by students in various courses throughout their college experience, or prior to their college experience. Mapping may also be used by individuals, small study groups, or in large groups. Mapping consists of four basic components: a core concept, major points or strands, significant subpoints or strand supports, and support ties or connectors which show the relationships between major points. As part of prereading activities, students use mapping to relate their prior knowledge about the information to be read and raise questions. During reading, students read for the purpose of confirming or modifying their prior knowledge about the major points or concepts. As a post-reading strategy, students use mapping as a means for organizing the information they recall from the passage as well as to identify areas of the passage they may not fully understand. Maps come in a variety of formats, including a basic map for brainstorming, a descriptive map, a sequential map, a "Know, Want-to-Learn, Learned" (K-W-L) worksheet, and a recall diagram. (Sample formats for each type of map discussed are attached.) (Author/RS)

ED 381 744 CS 012 097

Pennington, Debora
A Study of the Effects of Structured Practice and Feedback on Spelling Achievement in Second Graders.
PUB DATE- May 95
NOTE- 54p.; Exit Research Project, Sam Houston State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Comparative Analysis; Feedback; Grade 2; *Instructional Effectiveness; Primary Education; *Spelling Instruction; Study Skills; Teacher Attitudes; Teaching Methods
IDENTIFIERS- Grapeland Independent School District TX

A study explored the effectiveness of adding a daily, structured practice session of weekly spelling words to the traditional pattern of pretesting on Monday, posttesting on Friday. Subjects, 28 second graders from the Grapeland Independent School District (Texas), were divided into control and experimental groups. The experimental group paired up each Tuesday, Wednesday, and Thursday for students to quiz each other on misspelled spelling words. The control group was permitted to devise their own study plan with no in-class time

(120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Homeless People; Inservice Teacher Education; Literacy; *Parent Participation; Program Descriptions; School Community Relationship; *Student Needs
IDENTIFIERS- *Student Empowerment

With genuine love and substantive support, educators can help the estimated 200,000 to 500,000 homeless young people in the United States enrich their personal and academic lives. After securing district office staff approval, the building principal and interested faculty can discuss homeless students' needs with the director of the local shelter and visit the shelter to observe its living conditions firsthand. The success of the process is increased when the entire school staff is involved in every phase of implementation. Teacher-led staff development--with appropriate administrative support--can provide teachers with the insights needed for helping the homeless become independent and successful. Highlighting literacy learning is vital because homeless students must become better communicators and problem solvers to work their way out of their current status. Teachers need to provide flexible curricular offerings, devise assignments that accommodate the unique lifestyles of the homeless, consider study strategies that students can learn quickly and use independently (such as SQ3R and PLAE), plan activities that are congruent in both the school and the homeless shelter, and use portfolios. Parents can be encouraged to become strong advocates to their children's education by inviting them to weekly, evening meetings. A tentative schedule might involve giving an orientation in the first meeting, explaining aspects of the instructional program at the second meeting, stressing the importance of children and youth becoming lifetime learners at the third meeting, and discussing available resources with representatives from local agencies at the fourth meeting. (RS)

ED 381 764   CS 012 120

Gettys, Cynthia M.
Compacted Approach to Reading (CAR): An Intervention Program for At-Risk Beginning Readers.
PUB DATE- Nov 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; *Early Intervention; *High Risk Students; *Instructional Effectiveness; Instructional Innovation; Pilot Projects; Primary Education; *Reading Improvement; *Remedial Reading
IDENTIFIERS- Compacted Approach to Reading; Tennessee

A study determined the initial success of the Compacted Approach to Reading (CAR) program as measured at the end of the program's pilot year. Subjects were 21 first graders and 7 second graders in Tennessee identified and recommended by their first and second grade classroom teacher. The CAR program was developed based on concepts observed in the highly successful, but expensive, Reading Recovery Program. The program uses a small group setting for instruction, intensive instruction, direct instruction emphasizing reading strategies to get beginning readers involved with books and language, intervene before reading difficulties become self-esteem problems, bring

"Fahrenheit 451" about censorship, or in the case of "Great Expectations" about nontraditional households. Other reading stages are similarly facilitated. As the critical reading of literature becomes normal practice through both the individualized-study and the core-study activities, thinking becomes habitual for students. (TB)

ED 381 783 CS 214 792

Cobine, Gary R.
Writing as Exploration.
PUB DATE- 24 Nov 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Dialog Journals; Elementary Secondary Education; Higher Education; Prewriting; *Self Expression; *Student Journals; *Writing (Composition); Writing Exercises; *Writing Instruction; Writing Processes
IDENTIFIERS- *Expressive Writing

Insofar as students gain clarity by writing statements of belief and meaning, the expressive mode is a vehicle for learning. By expressing in writing their reaction to a bewildering experience, a current dilemma, or a troublesome conflict, for example, they are better able to broaden their views on this personal predicament. The expressive mode fits not only into the expression stage of a writer's process, but also into almost every other stage. As a writer confronts a topic, collects and recollects material, puts material into incipient forms, recognizes patterns of ideas and details, and reworks the material in various ways, the writer's expository modes are complemented and invigorated by the expressive mode, like a linguistic ebb and flow of creative power. The teacher who guides students through the recursive stages of writing with the use of expressive-writing activities should remember three general principles. First, the teacher should allow the student choice of topic. A focus question for journal writing, for example, follows this principle insofar as it both allows choice and offers direction. Second, a teacher should require students to articulate their rhetorical purposes so that they write purposefully and use language effectively. For instance, a written description of audience and purpose might be required for a journal selection. Third, a teacher should establish an "expressive relationship" with students through, for instance, informal student-teacher dialogue in the journal. (TB)

ED 381 784 CS 214 793

Clines, Ray
Beliefs about Textbooks: Implications for Writing Instruction.
PUB DATE- Mar 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Cooperation; Elementary

these beginning English educators enter the classroom and observe students' struggling, error-laden prose, they immediately want to apply remedial fixes and grammar lessons, and skills sheets which they are convinced are necessary, "until these non-writers gain some facility with the language they are using." In an attempt to bring her students around, this educator shared with her students the results of writing tests administered to students of all abilities in three different states. Those results showed, to the surprise of the preservice teachers, that even students with low skill test scores in grammar and vocabulary can score quite high in writing. Other research supports the conclusion that minorities often do much better on essay exams than on multiple choice tests, contrary to popular belief. (Contains two tables and seven references as well as figures containing student essays.) (TB)

ED 381 804   CS 214 817

Thompson, Thomas C.
Student and Teacher Roles and Expectations as Sources of Potential Conflict in the Classroom.
PUB DATE- 23 Mar 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Freshman Composition; Higher Education; Student Attitudes; *Student Needs; Teacher Behavior; *Teacher Role; *Teacher Student Relationship; *Teaching Styles
IDENTIFIERS- *Student Expectations

Students and teachers need to discuss and understand what kind of role each expects the other to assume at various points in the writing process. In other words, teachers should make their strategies and goals for responding explicit, and should give students the opportunity to explain their perspectives and their reactions. Even if they cannot agree, the discussion itself should prove valuable. This type of discussion is imperative because not only do students have widely different ideas about the role of a writing instructor but instructors themselves have widely different ideas about their role. Descriptions of the approach of two instructors at the same institution makes this point clear. The first instructor prides himself on the time he spends correcting student papers. He requires some kind of writing in every class, and he always returns the papers by the next class meeting--with every error marked. He deducts a fraction of a letter grade for every error; no paper can be rewritten. The second instructor engages his students individually. When he reads an essay, he points out one or two areas that need revision, gives a tentative grade, then returns the essay to the student. Students can revise as many times as necessary to bring the grade up to a passing standard. Despite their differences, both professors are successful and highly appreciated by their students. (Three figures offer teacher and student views.) (TB)

ED 381 805   CS 214 818

Pula, Judith J., Ed.
Maryland English Journal. Volume 28, Numbers 1-2, Fall 1993 and Spring 1994.

heads to determine their perceptions about forensics as an educational activity. Results showed that administrators overwhelmingly considered debate to have been the most important educational activity they engaged in when they were students; they attributed many of their administrative skills to forensics participation. However, these same individuals questioned whether students today are receiving the same educational benefits they did through forensic activities. Most said that winning seemed to be the objective of the activity and indicated that clear well-stated educational objectives were needed to guide the activity. Many suggested that an educational forum should be created on campus not only to showcase student abilities but also to teach students about the need for communication in argumentation, critical thinking and refutation. Students need to understand that those who use excessive speed in their speeches will not find it helpful in most career choices. According to Richard Paine, chair at North Central College, speech communication educators are paying too much attention to delivery issues and too little attention to the more critical dimensions of research, organization and solid reasoning." Coaches must develop educational objectives if forensics is to remain a productive, well-funded activity. (Contains 12 references.) (TB)

ED 381 824   CS 508 888

Vician, Chelley; Brown, Susan A.
Computer-Based Communication and the Classroom: The Practical Concerns of Implementation.
PUB DATE- Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Electronic Mail; Higher Education; Instructional Development; *Instructional Innovation; Online Systems; Program Implementation; Teaching Methods
IDENTIFIERS- *Communication Channels; Educational Issues; Technology Integration

Integrating computer-based communication into the delivery of a course is not a simple task, but it need not be a daunting one. With conscientious planning, coordination with institutional resources, preparation of training materials, and flexible responses to student learning, an instructor can readily succeed. Concerns and problems encountered in the implementation of computer-based communication tools (CBCT) methods, particularly electronic mail, in the classroom include unreliability of the computer system, slow system response, allocation of computer accounts, student comfort level, instructor comfort level, amount of technological detail, equal participation, delivery of pedagogical content, and student evaluation. To successfully use e-mail, or other CBCTs, as pedagogical tools, instructors should be familiar with the chosen technology, be flexible concerning assignments and course requirements, plan ahead, and open and maintain communication links with the technical support staff. Contains 17 references. A detailed checklist for CBCT implementation in the classroom is attached. (RS) folds out into a large poster-sized play map (not included here because of size). (RS)

ED 381 845 CS 508 912

Bavaria, Richard; And Others
"Alice in Wonderland"--Based on Stories by Lewis Carroll, Adapted by Ric Averill. Cue Sheet for Families.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 9p.; Project also funded by the Kennedy Center Corporate Fund and the Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Creative Activities; *Drama; Elementary Education; *Enrichment Activities; Family Involvement; Parent Participation
IDENTIFIERS- *Alice in Wonderland; Carroll (Lewis G)

Designed to be used before and after attending a performance of "Alice in Wonderland," this cue sheet provides information about the performance and suggests activities to help families foster children's understanding and appreciation of the performing arts. The cue sheet presents activities to help children think about the performance, and activities to explore "Alice in Wonderland" in creative ways. The cue sheet also includes background information on Lewis Carroll and an 8-item list of books and other resources. Inserted into the cue sheet are four activity pages for children which describe two pre-performance activities and two post-performance activities. (RS)

ED 381 846 CS 508 915

Gaziano, Emanuel; Gaziano, Cecilie
Collective Voluntarism and Public Affairs Knowledge: A Typology for Knowledge Gap Theory Development.
PUB DATE- 19 Nov 94
NOTE- 21p.; Paper presented at the Annual Conference of the Midwest Association for Public Opinion Research (20th, Chicago, IL, November 19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Attainment; Higher Education; Literature Reviews; *Mass Media Effects; *Mass Media Role; Mass Media Use; *Media Research; Models; Public Opinion; Research Methodology; Socioeconomic Status
IDENTIFIERS- Knowledge Acquisition; *Knowledge Gap Hypothesis

A "collective voluntarism" framework can be used to achieve greater analytical precision and improve theoretical development of the landmark "knowledge gap hypothesis" which has stimulated considerable research and debate about the nature and existence of socially structured public affairs knowledge. The original knowledge gap hypothesis locates differential acquisition of public affairs knowledge within the social structure and explains the emergence and consequences of gaps for collectivities, particularly communities. Combining the two dichotomies of: (1) whether sociocultural phenomena are represented as naturally occurring or as voluntary human

14th Amendment to the U.S. Constitution. This document describes the standards of review by which courts examine the appropriateness of an affirmative-action plan--the Title VII standard of judicial review and the equal-protection standards of review. The paper addresses the dilemma of whether school districts should formulate affirmative-action plans based on the requirements of Title VII or on the demands of the Equal Protection Clause. To minimize liability, it is recommended that public colleges and universities formulate their affirmative-action plans in accordance with the stricter requirements of the Equal Protection Clause. With the omission of the Sixth Circuit, gender-based affirmative-action plans are constitutional if they are substantially related to government interests. The distinctions between important government interests and substantially related interests are described. In conclusion, public education employers are mandated by federal law to implement gender-based affirmative-action programs if their past employment practices have had a discriminatory effect on women. Programs may also be instituted to redress the results of past social discrimination against women. However, an ill-devised plan may provide grounds for charges of reverse discrimination against the employer. (LMI)

ED 381 865   EA 026 650

Gonzalez, Gleibys; Wessely, Michael
Private Management of the Schools: Solution for Failing Schools?
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Contracts; Cost Effectiveness; *Educational Economics; Elementary Secondary Education; Free Enterprise System; Government School Relationship; *Private Sector; *Privatization

The management of school systems by for-profit private contractors is one alternative method of school reform. This document describes some private-management plans and examines some of the central issues. The arrangements between public school systems and three private contractors of education are described--Education Alternatives, Inc. (EAI), The Edison Project, and Public Strategies Group (PSG). Issues to be considered before implementing a privatization plan include cost, control, and accountability. Critical questions involve the effects on student achievement, issues of cost versus student needs, and consequences for schools if the companies fail. Businesses have begun to view education as a new growth industry, which presents options for the school board to consider. (LMI)

ED 381 866   EA 026 651

Scherp, Hans-Ake
Why Do Certain Teachers Change Their Instructional Patterns and What Importance Do the School Leaders Have in That Change?
PUB DATE- Jan 95
NOTE- 14p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Leeuwarden, The Netherlands, January 3-6, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

summarizes the primary and contributory roles for education partners are included. (LMI)

ED 381 884 EA 026 671

Marks, Helen M.
Student Engagement in the Classrooms of Restructuring Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Environment; Educational Innovation; Elementary Secondary Education; *Instructional Innovation; Mathematics Achievement; *School Restructuring; Social Sciences; *Student Motivation; *Student Participation
IDENTIFIERS- *Authentic Assessment

This paper presents findings of a study that investigated factors that contribute to the engagement of students. Based on the theoretical model of Neumann, Wehlage, and Lamborn (1992), the study examined the effect of instructional approaches of teachers, contextual features of classrooms, and attributes of student experience on students' engagement in academic work. The sample, obtained through a nationwide selection process, included 24 public schools (8 elementary, 8 middle, and 8 high schools) deeply involved in restructuring. Data were collected from a survey of 5th-, 8th-, and 10th-grade students and their teachers from six core classrooms (3 mathematics and 3 social sciences) in each of the 24 schools. Over 3,660 students in 143 of the 149 core classrooms completed surveys. Two-way analysis of variance (ANOVA) and hierarchical linear modeling (HLM) were used to analyze the data. Findings confirmed the importance of authentic work and structures of support for students. Student self-concept had a moderate effect on engagement, and girls were more engaged than were boys. Students in mathematics classes had higher levels of engagement than those in social studies classes. Surprisingly, the use of traditional instructional methods exerted a positive influence on student engagement, while progressive methods did not. The data indicate that progressive methods must be combined with challenging content and a clear focus of inquiry. Specific restructuring content, such as authentic academic work and structures of support for learning, proved important in raising student engagement even where generalized restructuring was taking place. Two figures and six tables are included. Appendices contain statistical data and information on the construction of variables and methodology. (LMI)

ED 381 885 EA 026 672

Bradford, James C., Jr.
Year-Round Schools: A Twenty-Year Follow-up Study of a Nationally Recognized Single Track Four-Quarter Plan at the High School Level.
PUB DATE- Feb 95
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Year-Round Education (San Diego, CA, February 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Schools (in Madison, Wisconsin). The educators are not unrealistic optimists; they recognize the challenges of financial cuts, pressure from powerful interest groups, bureaucracy, and politically based attacks on programs. (LMI)

ED 381 903 EA 026 695

Dungan, Andy T.; Brownbridge, Robert D.
National Education Goals and Standards: The Unpredictable Evolution of National Policy for All Students.
PUB DATE- 94
NOTE- 36p.; Paper reporting research conducted as part of the Proficiency-based Admissions Standards System (PASS) Project, Oregon State System of Higher Education, 1994.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Objectives; *Educational Policy; Elementary Secondary Education; Federal Government; *Federal Legislation; Federal Regulation; Federal State Relationship; *Policy Formation; *Politics of Education; Standards
IDENTIFIERS- *Goals 2000; *National Education Goals 1990

The National Education Goals, Goals 2000, were signed into law by President Clinton in 1994. From 1989 to 1994 the goals existed in a symbolic context with minimal funding to support them. An unpredictable series of events sustained the National Education Goals through a period of potential obscurity to enactment. The goals appear to be unique in the history of national education policy development for two reasons. First, they are an anomaly when compared to the methods used to establish national policy. Second, the passage of Goals 2000 marks the expansion of the federal government's role in public education. This paper describes the unusual chain of events that led to the legislation of national goals and standards--the period of gestation from 1983 to early 1991, the "America 2000" era from April 1991 through 1992, and the "Goals 2000" era from 1993 to the present. An implication is that although local school boards and school districts will continue to play an important role in policy formation, their choices will be limited to deciding how to implement federal goals. Educators must lobby for those policies at the federal level that best support children. Appendices contain a timeline of eras, key players, and events; a chronological list of events; a glossary; and the National Education Goals. (Contains 104 references.) (LMI)

ED 381 904 EA 026 697

Trout, Frances M.; Martin, Oneida L.
Can Principals Shed Their Traditional Style of Governance?
PUB DATE- Nov 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Elementary Secondary Education; *Leadership; *Leadership Styles; Organizational Climate; *Participative Decision Making; *Principals; *Teacher Administrator Relationship; Teacher Attitudes; Work Environment

This paper presents findings of a study that examined faculty/staff perceptions of their principals' leadership styles, with a focus on their use of shared-governance

Braille Literacy: Resources for Instruction, Writing Equipment, and Supplies. Reference Circular 94-02.
PUB DATE- Nov 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Blindness; *Braille; Computer Peripherals; Early Childhood Education; Educational Methods; Elementary Secondary Education; *Instructional Materials; Literacy Education; Postsecondary Education

This resource guide lists instructional materials, supplies, and equipment available for learning to read and write braille. The resources are intended to assist sighted persons interested in learning to transcribe braille; instructors who teach braille; visually impaired persons interested in learning to read and write braille; and family members, friends, and professionals desiring information about braille literacy. The guide is divided into five sections: (1) resources for braille instruction, including braille code books, instruction for transcribers, and instruction for braille readers; (2) books, articles, and videos related to braille literacy and braille instruction; (3) sources of manual and computer-related equipment and accessories for reading and writing braille; (4) supplies for writing and embossing braille; and (5) addresses of sources and suppliers. (JDD)

ED 381 924 EC 303 870

Halloran, William
Multi-District Outreach Projects--School-to-Work Transition Initiatives. OSERS Project Activities.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; *Disabilities; *Educational Practices; *Education Work Relationship; Federal Programs; *Outreach Programs; Program Descriptions; School Districts; Secondary Education; Teaching Models; *Transitional Programs

The Multi-District Outreach Projects for Services for Youths with Disabilities include 14 federally funded projects that assist in the adoption of proven models, components of models, or other exemplary practices. The projects are designed to improve secondary education and transition services in areas such as continuing education, self-determination, vocational education and training, supported or competitive employment, leisure and recreation, or other aspects of independent living. The projects are felt to serve a need for dissemination and replication of exemplary practices, as state and local education agencies work to implement federal transition services requirements and school-to-work opportunity requirements. The 14 funded projects are described. Outreach projects newly funded in 1994 focus on a self-determination transition curriculum, transition planning for adolescents with serious emotional disturbance, employability assessment, natural supports in employment, collaboration transition teams, and a collaboration and networking project. Expiring outreach projects addressed statewide transition inservice, a workshop series assisting families to prepare for the transition from instruction, and questionnaires. (JDD)

ED 381 943 EC 303 889

Final Approved New York State Plan for Education of Students with Disabilities, 1993-1995. The New York State Plan, July 1, 1992 to June 30, 1995, Submitted under the Individuals with Disabilities Education Act (P.L. 101-476). Approved by the Board of Regents and the U.S. Department of Education.
PUB DATE- Jan 94
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); *Disabilities; Educational Legislation; *Educational Policy; Educational Practices; Elementary Secondary Education; Federal Legislation; State Programs; *State Standards; *Statewide Planning
IDENTIFIERS- Individuals with Disabilities Education Act; *New York

This state plan for education of students with disabilities in New York provides information on how the state's provision of special education programs and services in the least restrictive environment complies with federal law and regulation (especially the Individuals with Disabilities Education Act). The report describes planning and program initiatives to be undertaken at the state level during 1993 to 1995. The plan is organized according to the federal checklist provided by the Office of Special Education and Rehabilitative Services. Each section describes how New York State meets the federal requirements specified in the corresponding section of the checklist. The plan covers: assurances, statement of affirmation, right to education policy statement, full educational opportunity goal, child identification, individualized education programs, procedural safeguards, confidentiality of personally identifiable information, least restrictive environment, protection in evaluation procedures, responsibility of the state educational agency, State Comprehensive System of Personnel Development, private schools, recovery of funds, notice and opportunity for hearing on local education agency application, annual evaluation, description of use of Part B (of the Individuals with Disabilities Education Act) funds, additional information, interagency agreements, and personnel standards. (JDD)

ED 381 944 EC 303 890

Ikei, Fay K.; Hoga, Bert K.
Respecialization in Special Education (RISE) Program: An Alternative Certification Program. An Overview.
PUB DATE- Mar 95
NOTE- 8p.; Paper presented at the International Conference of the Learning Disability Association (Orlando, FL, March 1-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; Delivery Systems; *Disabilities; Distance Education; Elementary Secondary Education; Interactive Television; Program Effectiveness; Program Evaluation; *Seminars; *Special Education Teachers; Teacher Education; *Teacher Education Programs; Teacher Shortage
IDENTIFIERS- *Hawaii

network. Responses on the WRS-F revealed that mothers did not tend to see the child as the cause of family problems or as a burden. Single, low-SES mothers seemed to profit especially from sustained professional supports from the time of the infant's birth. Tables detailing the study's findings are attached. (Contains 14 references.) (DB)

ED 381 964 EC 303 911

Kopera-Frye, Karen; Zielinski, Sharon
Children with Fetal Alcohol Syndrome and Fetal Alcohol Effects: Patterns of Performance on IQ and Visual Motor Ability.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.; National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- Apr 95
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; Emotional Adjustment; Emotional Problems; *Fetal Alcohol Syndrome; *Intelligence; Intelligence Quotient; Perceptual Impairments; *Perceptual Motor Coordination; *Prenatal Influences; *Visual Perception; Young Children
IDENTIFIERS- Bender Visual Motor Gestalt Test

This study explored relationships between intelligence and visual motor ability and patterns of impairment of visual motor ability in children prenatally affected by alcohol. Fourteen children (mean age 8.2 years) diagnosed with fetal alcohol syndrome (FAS) and 50 children with possible fetal alcohol effects (FAE) were assessed with the Bender Visual Motor Test and a Wechsler IQ test. The group exhibited impaired performance (using Koppitz's emotional and developmental scores) relative to norms. Higher IQ predicted better visual motor performance. Performance IQ was marginally related to emotional indicators. Despite significantly lower IQs in the FAS group, both FAS and FAE groups performed equally poorly on the Bender. Examination of the types of errors made revealed distortion of shape to be the most frequently occurring error. The two diagnostic groups did not differ in types of errors made. (Contains 11 references.) (DB)

ED 381 965 EC 303 912

Hollingsworth, Patricia L., Ed.
The University School Enaction Curriculum, 1994-95.
PUB DATE- 95
NOTE- 27p.; For earlier versions of the curriculum, see ED 344 363 and ED 305 795.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academically Gifted; Arithmetic; Art Education; Cognitive Processes; Computer Literacy; *Curriculum; Early Childhood Education; Educational Methods; Elementary Education; Higher Education; Language Arts; Mathematics Curriculum; Music Education; Sciences; Social Studies; Spanish; *Special Schools; Teaching Models
IDENTIFIERS- *Enaction Theory; *University of Tulsa School for

behavioral assessment, mastery learning, and curriculum-based management. Three key features of performance assessment are distinguished: (1) students construct, rather than select, responses; (2) assessment formats allow teachers to observe student behavior on tasks reflecting real-world requirements; and (3) scoring reveals patterns in students' learning and thinking. An example of a performance assessment task is provided. Performance assessment is evaluated in terms of seven general criteria for assessment, such as the measurement of important learning outcomes; compatibility with a variety of instructional models; and ease of administration, scoring, and interpretation by teachers. (DB)

ED 381 985 EC 303 941

Elliott, Stephen N.
Creating Meaningful Performance Assessments. ERIC Digest E531.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 3p.; Derived from "Creating Meaningful Performance Assessments: Fundamental Concepts," by Stephen N. Elliott; see ED 375 566.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Definitions; Elementary Secondary Education; *Evaluation Methods; Guidelines; *Performance; *Student Evaluation; Test Reliability; Test Validity
IDENTIFIERS- ERIC Digests; *Performance Based Evaluation

This digest offers principles of performance assessment as an alternative to norm-referenced tests. The definition of performance assessment developed by the U.S. Congress's Office of Technology and Assessment is given, common features are listed, and the terms "performance" and "authentic" are defined. Suggested guidelines for addressing validity in performance assessments focus on internal characteristics of the assessment, the relationship of the measure to similar measures or future performance, and the intended effects of using the instrument. In providing evidence for the reliability and validity of performance assessment, evaluators are urged to address: (1) assessment as a curriculum event; (2) task content alignment with curriculum; (3) scoring and subsequent communications with consumers; and (4) linking and comparing results over time. Teachers are urged to use performance assessments in ways which will interact with instruction. (DB)

ED 381 986 EC 303 942

Thurlow, Martha
National and State Perspectives on Performance Assessment. ERIC Digest E532.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 3p.; Derived from "National and State Perspectives on Performance Assessment and Students with Disabilities," by Martha L. Thurlow; see ED 375 567.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)

whether students evaluate themselves differently in first, second, and third year classes in the same university department; how many and what kinds of suggestions students offer for course improvement; and the values that guide students' evaluation of teachers. Subjects were 44 students in one section each of first-, second-, and third year English classes in a Japanese university. All were administered a nine-question survey (appended) concerning their own performance in class, suggestions for course change, and the teacher's performance. Results indicate that, in general, there was little difference between students' self-evaluations at the three instructional levels; students tended to gain confidence and skills as the year progressed. Most students made no suggestions for course change, offering only slightly more as the course progressed. When opinions were expressed, they tended to favor more conversation and music. Comments also suggested that students valued traditional teaching behavior and communicative techniques. A brief bibliography is included. (MSE)

ED 382 006 FL 022 899

Bancroft, W. Jane
The Western Tradition of Suggestion and Lozanov's Suggestology/Suggestopedia.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Activities; Classroom Techniques; *Educational Strategies; Foreign Countries; Non Western Civilization; *Psychoeducational Methods; *Second Language Instruction; *Suggestopedia; Western Civilization
IDENTIFIERS- *Suggestion; Suggestology

It is argued that while Georgi Lozanov's suggestology and suggestopedic methods are informed by work in the field of suggestion in the former Soviet bloc, his work has also been influenced by work on suggestion in the west, particularly in France, where suggestion is a more controversial technique. For Lozanov, suggestion is a normal phenomenon and a positive concept. His contribution was not only in linking suggestion to education, but also of integrating many types of suggestion (direct, indirect, command, relax, verbal, nonverbal, group, environmental) into the educational process and directing suggestion toward liberating the unconscious reserves of the human mind. The suggestopedic method for language teaching incorporates these theoretical elements: authority of the teacher; prestige of institution; infantilization; double-planeness; rhythm; intonation; and concert pseudo-passivity or receptivity. In the classroom, various forms of suggestion are used to create maximum learning effect. Experience indicates that use of suggestion techniques in the classroom can benefit students both academically and personally, and that the subject of suggestion in education should be of greater concern and the object of more research in western education. (Author/MSE)

ED 382 007 FL 022 901

Gawienowski, Mary F.
A Bibliography of Sources for Intensive English Program Administration.
PUB DATE- 95

Dickinson); "Learner Support: Interacting with Learners" (Edith Esch); "'Whatever Is Worth Knowing Can Never Be Taught' (Oscar Wilde)" (Peter Forbes, Anny King); "Self-Access, Not Self-Service: Tesco versus Taylor's" (Edith Esch); "From Continuing to Higher Education: Open-Access Learning at Anglia Polytechnic University" (Anne Ife); "A Unique Resource-Based Language Learning System" (Ritva-Liisa Cleary, Lucila Makin); "Learner Telesupport: Language Advising by E-Mail" (Lucila Makin); "Learners' Search Criteria and Cataloguing Language Learning Material: Demands Imposed on Databases" (Ritva-Liisa Cleary); "Files and Catalogues: Meeting and Answering Learner Queries in a Resource Centre" (Sam M. Cembalo); "Implementing a Support System for Language Learning in a Resource Centre on an Industrial Site" (Daniele Abe); "Self-Access Language Centres: Implications for Managers, Teachers and Learners" (Jack Lonergan); "The Language Learning Centre at the University of Central Lancashire: A Case Study" (Stella Hurd); "Preparing Teachers for Self-Access: Hong Kong Experiences" (Herbert Pierson); "A Study of Independent Learning: The Learner Training Programme at the Chinese University of Hong Kong" (Beatrice Ma); "Keeping Contact with Learners" (Eva Fung-kuen Lai); "Using Computers for Authentic Communication" (Linda Mak); "Developing Materials for the Independent Learning Centre at the Chinese University of Hong Kong" (Emma Yuen-wai Poon); and "Comments from an Adult Language Learner" (N. W. Barlow). (MSE)

ED 382 028 FL 022 931

Blackledge, Adrian, Ed.
Teaching Bilingual Children.
PUB DATE- 94
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Bilingual Education; *Bilingualism; Bilingual Teachers; Classroom Communication; Classroom Environment; Drama; *Educational Policy; Elementary Secondary Education; *English (Second Language); Family Programs; Foreign Countries; Interpretive Skills; *Language Role; Literacy Education; *Multicultural Education; Public Policy; Skill Development; Social Values; Story Telling; Teacher Aides; Teacher Role
IDENTIFIERS- Australia; New Zealand

Contributors from Australia, Canada, England, New Zealand, and the United States describe how primary-age children in these anglophone countries are learning in the language of their home. The book demonstrates that monolingual schooling in a multicultural society fails to meet the needs of bilingual children. It argues that linguistic minorities must have the opportunity to participate in the development of language policy. Articles include: an Introduction (Adrian Blackledge); "Bilingual Education Policy and Social Justice" (David Corson); "School-Based Language Policy Reform: A New Zealand Example" (Stephen May); "'We Can't Tell Our Stories in English': Language, Story and Culture in the Primary School" (Adrian Blackledge); "Developing Bilingual Theatre-in-Education Programmes" (Alison Reeves); "The Social Process of a Family Literacy Project with Bilingual Families" (Martha Allexsaht-Snider); "Integrating ESL into the Mainstream: An Australian Perspective" (Chris Davidson); "Pragmatic Biculturalism and the Primary School Teacher" (Ann Knight); "Bilingualism, Biculturalism, and Learning in Early Years Classrooms" (Stephen Nyakatawa, Iram Siraj-Blatchford); "Finding a Voice: Bilingual

Life; *Questionnaires; *Refugees; Socioeconomic Status; Surveys
IDENTIFIERS- *Southeast Asians; *Texas

This document is the first in a series of reports about Texas's refugees and is an analysis of more than 1,000 Vietnamese and Laotian refugee interviews. What follows is an examination of the relationships English proficiency and education have with Southeast Asian refugees' income, mammogram screenings, smoking, citizenship, possession of a driver's license, and self-reported quality of life measures among Southeast Asians living in Houston, Texas. The survey instrument was a questionnaire with approximately 300 variables covering demographics, education, employment, and other factors mentioned above. The interviews were conducted in the refugees' native language of Vietnamese or Laotian. Interviewers were leaders from the Vietnamese and Laotian communities who were specifically trained in how to conduct the survey without biasing responses. All interviewees were pre-approved. Random verification checks were performed on 10% of the interviews. Most of the interviews were conducted by telephone, a factor that excluded those not owning a telephone. As participants were required to be at least 18 years of age, the results do not necessarily represent the experiences of younger Southeast Asian refugees. Several appendices containing data on the variables are included. (Contains 13 references.) (CK)

ED 382 052   FL 800 953

Learning Disabilities and the Acquisition of English Language Skills in the Adult ESL Population: A Demonstration Project.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.
PUB DATE- Jul 94
NOTE- 37p.; Some pages contain dark print. Funding also provided by the Medtronic Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Classroom Techniques; *English (Second Language); *Identification; Instructional Materials; Language Skills; Language Tests; *Learning Disabilities; Measurement Techniques; Pronunciation Instruction; Second Language Learning; Skill Development; Student Evaluation; *Teacher Attitudes; Translation; *Tutorial Programs

A demonstration project designed to improve identification and instruction of adult learners of English as a Second Language (ESL) with learning disabilities is reported. Of 50 students, most older adults, in two ESL classes, 13 students were referred for further assessment and specialized instruction from a learning disabilities specialist. Cultural and language differences and varying levels of education required special attention. These students were assessed for learning style, level of cognitive development, and English language skills (oral and literacy), and were provided with pull-out tutoring from the beginning of the year and team teaching in the regular classroom during the last 2 months. In general, the ESL teachers felt the students had been selected appropriately for intervention and that the tutoring was helpful; concern about the pull-out format was expressed in that teachers felt tutoring should still be done, but as an addition to the regular classroom work. Teachers also expressed approval or disapproval of specific strategies, materials, assessment instruments, and use of translators. Student achievement gains included higher language test scores and improved phonemic awareness, reading skills, calculator skills, and keyboard sample of faculty and department chairs in mathematical sciences departments. Results found: (1) a substantial gap between what faculty think the reward structure should be and what it actually is; (2) an increased emphasis on research and scholarship; (3) a perception that research in the discipline is very important; (4) ambiguity and uncertainty about what should be included in the definition of scholarship; (5) lack of effective communication between various organizational levels; (6) vital role of the department chair for departmental well-being; (7) dissatisfaction with teaching evaluation methods; (8) discomfort with evaluation of faculty duties; (9) quality of life issues of major importance in rewards structures; and (10) interest in a combination of across-the-board and merit increases. The major recommendation is that departments ensure that their reward structure is broad enough to encompass the full array of activity required to fulfill the departmental and institutional missions. Six guiding principles for the recognition and rewards system are also suggested. An appendix discusses the definition of mathematical scholarship. A supplementary data report that accompanies this document reports on survey methodology, shows selected data, and contains a copy of the survey questionnaire. (Contains 21 references.) (JB)

ED 382 072   HE 028 259

College and University Racial/Ethnic Distribution of Degrees Conferred. New York State 1991-92.
PUB DATE- Dec 93
NOTE- 15p.; For the fall 1991 report, see ED 362 092.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Associate Degrees; Bachelors Degrees; Blacks; *Degrees (Academic); Doctoral Degrees; *Ethnic Distribution; Higher Education; Hispanic Americans; Masters Degrees; Pacific Americans; Private Colleges; Professional Education; Public Colleges; Racial Differences; Sex Differences; Whites
IDENTIFIERS- *New York

Five tables provide information about the racial/ethnic distribution of degrees conferred by public, independent, and proprietary institutions of higher education in New York State from July 1, 1991 to June 30, 1992. The tables report the number and percentage of associate, bachelor's, master's, doctoral, and first professional degrees conferred to male and female: (1) nonresident aliens; (2) Blacks; (3) American Indians or Alaska Natives; (4) Asian or Pacific Islanders; (5) Hispanics; (6) Whites; and (7) individuals of unknown ethnicity. (MDM)

ED 382 073   HE 028 260

The Universities Grants Commission, Manitoba. Annual Report 1992-93.
PUB DATE- 94
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Capital Outlay (for Fixed Assets); *College Programs; Degrees (Academic); *Educational Finance; Educational Trends; Enrollment; Financial Support; Foreign Countries;

promoting productivity, and the concept of student aid as investment. A section on state financial strategies also looks at pricing, improving productivity and investment, and assesses various ideological claims about state issues. A section on institutional financing strategies reviews institutional perspectives, understanding price changes and productivity, the investment view, and ideological claims. A section on understanding financial strategy presents a reconstruction of the models typically used to assess financial strategies in higher education by first critically examining four common theories and then proposing a reconstructed model for assessing financial strategy. A final section uses the reconstructed framework to assess a range of approaches that federal and state governments and institutions could use. An index is included. (Contains over 250 references.) (JB)

ED 382 094   HE 028 295

Accountability Review: Progress Report 1. Report and Conclusions.
PUB DATE- 94
NOTE- 55p.; For a related document, see HE 028 296.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; *Evaluation Criteria; Government School Relationship; Higher Education; In State Students; Private Colleges; Public Colleges; State Legislation; State Universities; Statewide Planning; Student Financial Aid
IDENTIFIERS- *Florida; Florida Resident Access Grant

In response to Florida legislative mandate, this document reports on accountability measures and an accountability process for independent institutions of higher education that participate in the Florida resident access grant program and on the design and implementation of the accountability processes of the state postsecondary institutions. After an introductory chapter, chapter 2 suggests a two-tier approach for conducting accountability reviews: an annual review of accountability information form public system reports and from public and private institution reports, and a cumulative review every 5 years. Annual reviews of public institutions would include a representative sample of 10 institutions (7 community colleges and 3 universities). Chapter 3 describes an accountability process and measures for independent institutions and provides a benefits and cost effectiveness analysis of the Florida Resident Access Grant program. Chapter 4 summarizes findings and conclusions and proposes: (1) annual Commission review of accountability processes and reports for public and private systems; (2) annual review of public institutional reports and plans; (3) performance indicators for independent institutions; (4) annual accountability reports from the Independent Colleges and Universities of Florida (ICUF); and (5) new reporting dates for improved quality of data. Also included are recommendations for summative evaluation and incentive funding. Extensive appendixes contain statutory language, evaluation questions, lists of ICUF member institutions and resource group members, tables, and results of a survey of Access Grant recipients, Fall 1994. (JB)

ED 382 095   HE 028 296

Education Information Review. Report 2. Report and Recommendations.
PUB DATE- Jan 95
NOTE- 87p.; For a related document, see HE 028 295.

ED 381 625 CE 068 708

Techniques: Working with Adults with Learning Disabilities.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Learning; *Adult Students; Classroom Environment; Classroom Techniques; *Learning Disabilities; *Self Esteem; *Student Participation; *Teaching Methods

This publication lists teaching techniques that have been suggested as effective with adults who have suspected or diagnosed learning disabilities. The list is not all inclusive, but it does provide suggestions for techniques and methods that may be useful in teaching adult learners. The techniques are grouped into four categories: (1) to improve student involvement; (2) to help instructors introduce lessons effectively; (3) to help instructors reach adult learners; and (4) to foster self-esteem in students. (YLB)

ED 381 626 CE 068 711

Randall, Ruth E.; And Others
A Study of the St. Cloud, Minnesota, Adult Diploma Program: A School Choice Program. and Minnesota Legislation on Choice: A Study of Learners in the St. Cloud, Minnesota, Adult Diploma Program.
PUB DATE- 93
NOTE- 48p.; Includes a paper presented at the Annual Meeting of the American Association of School Administrators (Orlando, FL, February 11, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Students; *Enrollment Influences; *High School Equivalency Programs; Individualized Instruction; Learning Motivation; State Programs; *Student Motivation

A study examined the Adult Diploma Program (ADP), a project of the Minnesota High School Graduation Incentives Program, which gives 2 years of state aid to qualified learners to complete their requirements. Its purpose was to explore how persons enrolled in ADP find out about it, factors that led to making the decision to enroll in ADP, daily activities of learners enrolled in ADP, and what happened to persons after leaving the ADP. The main data collection procedure was ethnographic interviews with 15 learners currently enrolled in the ADP. These semistructured, face-to-face interviews identified the culture of ADP participants and generated answers to study questions. Students found out about ADP in a variety of ways, including community education, friends enrolled in the program, and through a mailed flyer. Students decided to enter the program because of a desire to finish high school, get a better job, and help their own children learn. Activities they reported included reading, working on the computer, writing, doing math, and studying geography. The most satisfying aspects of the program were the one-to-one instructional strategy and teacher-participant relationships. The students interviewed had for More Effective College/Corporate Partnerships" (Madere); "Partnerships for Learning in International Programming" (Abrams); "Corporation Meets College: A Model Partnership" (Miller, Meehan); "The Dynamics of Partnership Development and Maintenance in Continuing Professional Education Programming" (Donaldson, Kozoll); "Collaborative Partnerships in Degree Programs for Adult Students" (Jones, Verlench, Myers); and "Distance Learning: Exploring New Opportunities through Collaboration" (Anspacher, McCabe). The document also contains a summary of the business meeting of the association, and 17 appendixes detailing association committees and conference information. (KC)

ED 381 645   CE 068 749

Apprenticeship: Fast Track to the Future.
PUB DATE- 93
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; *Building Trades; Education Work Relationship; Job Skills; *Manufacturing; *Occupational Information; Postsecondary Education; Repair; School Business Relationship; Secondary Education; *Service Occupations; *Technical Occupations
IDENTIFIERS- Virginia

This guide is designed for use by school counselors and students (especially in Virginia), working with parents and teachers to investigate career and educational opportunities. It presents apprenticeship as a beneficial option for high school students, based on four trends: (1) a global economy, advancing technology, and increased competition in the job market require a work force more skillful in mathematics, science, and communication than ever before; (2) most new jobs require education beyond high school but less than a bachelor's degree; (3) the cost of education beyond high school continues to increase each year; and (4) apprenticeable occupations exist in most technical and professional fields. This guide describes four career areas in which apprentices may learn skilled occupations in combined on-the-job training and related classroom instruction: manufacturing and production, building and construction, mechanical and technical occupations, and service occupations. An overview of each of these career areas describes the general working conditions, average earnings of workers in those occupations, and sources of additional information. Following the overview, specific apprenticeable occupations are described in more detail. The guide includes 5 sources for more information. Contains 17 references. (KC)

ED 381 646   CE 068 750

Guide to Vocational Program Planning. Revised.
PUB DATE- 94
NOTE- 246p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; Business Education; *Course Content; Course Descriptions; Credits; *Educational Planning; Family Life Education; Graduation Requirements; Marketing; Planning;

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; *Correctional Education; English (Second Language); *High School Equivalency Programs; *Literacy Education; *Outcomes of Education; *Program Implementation; Second Language Programs
IDENTIFIERS- *Guam; Guam Community College

Guam Community College provides basic skills education for adults who have less than high school education. In 1994, these services were provided at 11 sites by 20 administrative and support personnel, 70 teachers, and 6 counselors (88 of these work part time). In that year, more than 2,000 adults enrolled in programs to enhance their skills and more than 800 took the General Educational Development (GED) screening tests. The number of adult high school graduates rose from 81 in 1993 to 130 in 1994. Cost per student was $88.38, an increase of $3.63 over the previous year. Guam Community College also administered in adult basic, adult high school, GED and English-as-a-Second-Language (ESL) programs and continued to provide programs for the Department of Corrections (enrolling 227 students in 15 courses). The college began production of an ESL newsletter and conducted volunteer training, although the volunteer training program was not fully implemented. The college reorganization, effective January 1, 1994, divided the adult education programs among three divisions. (The report contains three figures and eight tables showing the operations of the colleges, as well as eight appendixes: adult education site map; GED brochure and student hand-out; ESL brochure, newsletter, and achievement test; dropout survey; and volunteer's handbook.) (KC)

ED 381 666 CE 068 788

Weinbaum, Alexandra; Rogers, Anne M.
Contextual Learning: A Critical Aspect of School-to-Work Transition Programs. Education Reform and School-to-Work Transition Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 32p.; For other documents in this series, see CE 068 789-792.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Context Effect; Educational Benefits; Educational Needs; *Educational Practices; Educational Principles; *Education Work Relationship; *Experiential Learning; Literature Reviews; Program Development; Relevance (Education); Secondary Education; *Theory Practice Relationship; *Transitional Programs; *Vocational Education

The term "contextual learning" refers to the type of learning that has also been called experiential learning, real-world education, active learning, and learner-centered instruction. Unlike traditional school learning, which is based on the principles of individual learning in a manner that is independent of tools and dependent on symbols, contextual learning is characterized by the following features: socially shared, thinking shaped by/engaged with tools, learning engaged with objects and events, and situation-specific learning. The learning, development of open distance learning, and teleconferencing and distance learning. Next, enrollments and trends in distance learning in the EU as a whole and in each of the 12 EU countries were examined. The study found that France, Spain, and the Netherlands led the EU countries in distance training enrollments. Provision of distance training was also extensive in Belgium, Denmark, Germany, and the United Kingdom. Participation in distance training was not extensive in Ireland, Italy, or Portugal, where fewer than 5,000 individuals enroll in distance training annually. Greece was developing a new distance training system. As of 1993, the average level of student fees for distance training in the EU was 100-1,000 European currency units (Ecus). Only the government program in Wallonia was tuition free. Distance training has proved to be a massive EU resource, with nearly 2.25 million EU citizens involved in it annually. It was estimated that the global fee income paid by EU citizens to government or private distance training institutions annually is more than 1.417 million European currency units. (Contains 24 references.) (MN)

ED 381 685 CE 068 813

Annual Earnings of Young Adults. Indicator of the Month.
PUB DATE- Apr 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Blacks; *College Graduates; Dropouts; Education Work Relationship; Employed Women; Employees; Females; Higher Education; *High School Graduates; High Schools; *Income; Males; Salaries; Wages; Whites; *Young Adults

Wages and salaries are influenced by many factors, including the employer's perception of the productivity and the availability of workers with different levels of education. They are also affected by economic conditions in the industries that typically employ workers with different levels of education. The ratio of annual earnings of high school dropouts or college graduates to those of high school graduates is affected by all of these factors. Some highlights of the education/earning statistics from the Current Population Survey include the following: (1) in 1992, the median annual earnings of whites who had not completed high school were about 75 percent of the earnings of whites who had completed high school, and the earnings ratio between black graduates and dropouts was about 67 percent; (2) since 1970, the earnings advantage of college graduates was generally greater for females than for males--that is, the percentage of difference between earnings of college graduates and high school graduates was greater for females than for males; (3) the earnings advantage of completing college increased between 1974 and 1992 for males and females, both white and black; (4) the earnings advantage of having a bachelor's degree was more than double the earnings advantage of having attended only some college in 1992; and (5) the earnings of white male college graduates were approximately 150 percent that of white high male high school graduates in 1992, whereas the earnings of black male college graduates were about 180 percent that of black male high school graduates in 1992. (KC)

ED 381 686 CE 068 814

Pautler, Albert J.
Countdown to Graduation and School Transition Theory: The

situations. They also need to know that while children may exhibit or engage in sexually provocative behaviors in an attempt to garner attention and/or affection, they are developmentally unprepared to associate such behaviors with true "consent' as defined by adults. Contains 19 references. (JE)

ED 381 704   CG 026 177

School Violence. Report of the Superintendent's Task Force.
PUB DATE- Jan 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Children; Crime Prevention; *Educational Environment; Elementary Secondary Education; *Intervention; *Prevention; *Schools; School Safety; *School Security; Victims of Crime; *Violence
IDENTIFIERS- *Arizona

The Task Force on School Violence was convened to generate recommendations to key state policy makers to stem the rising tide of violence on school campuses. This report presents the task force's conclusions in two sections: (1) Findings; and (2) Recommendations. In their findings, the task force identified some key elements of prevention strategies: coordination of community services/site-based social services, adult mentoring/parent involvement, training in social skills and conflict resolution, community service and jobs for youths, alternative to suspension, non-violent messages in the media, and smaller schools or schools within schools. The task force also outlined elements of effective intervention strategies in the school. These included: caring, knowledgeable, trained staff; a controlled, disciplined environment; physical training/teamwork; accelerated learning/high expectations; character education, ethics education and self-discipline; adult role models/parent involvement; and community service/job training. Successful educational alternatives outside public schools are also discussed. The task force's recommendations targeted the legislature, the state board of education, the state superintendent, and local governing boards. Some of these recommendations included increased consequences for possession or use of weapons, alternatives to suspension or expulsion, increased governmental responsibility, increased funding for alternative programs, promote student involvement, more information on successful parenting, and better communication between the home and school. Citations of current statutes and recommended changes are included. Contains 15 references. (RJM)

ED 381 705   CG 026 179

Pazey, Barbara
Testing the Limits of Politeness: Youth Group Talk in a Community Organization.
PUB DATE- 29 Oct 94
NOTE- 22p.; Paper presented to the University Council of Educational Administration (Philadelphia, PA, October 29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Communication (Thought Transfer); Communication Research; Community Organizations; *Interpersonal

DESCRIPTORS- *Adolescents; Child Welfare; *Daily Living Skills; Disadvantaged Youth; Foster Care; *Foster Children; *Independent Living; Job Skills; Program Evaluation; Secondary Education; Self Care Skills; Youth Programs
IDENTIFIERS- *Minnesota; *Substitute Care; Youth Services Systems; Youth Studies

This evaluation reports on a state program for foster care youth. Entitled the Support for Emancipation and Living Functionally (SELF), it is a county-implemented approach which seeks to develop and conduct services so as to help older adolescents who have been in substitute care prepare for the transition to independent living. The program was assessed through interviews with SELF Program coordinators and by quantitative measures. Some of the survey findings included the following: (1) Over 55 percent of the youth rated the quality of SELF-funded services "excellent," while an additional 30 percent rated it "very good"; (2) Program administrators praised the program's simplicity of procedures and paperwork, its flexibility in the use of funds, and its enhancement of county social workers' effectiveness; (3) Pre- and post-testing of clients showed statistically significant gains in self-esteem, as well as increases in the knowledge and skills needed for independent living; (4) Follow-up surveys indicated that 46 percent of SELF youth are employed and an additional 44 percent are enrolled in educational programs; and (5) A follow-up analysis of youth served with SELF funds during 1991 revealed that in the following year, 62 percent of males and 73 percent of females were not receiving public assistance. Seventeen tables provide statistical summaries. (RJM)

ED 381 725   CG 026 205

A Nationwide Study of Home Education.
PUB DATE- Dec 90
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Children; Educational Experience; Elementary Secondary Education; *Home Schooling; National Surveys; *Nontraditional Education; Outcomes of Education; *Parents as Teachers; Surveys

This synopsis provides highlights of a national home schooling survey of 1,516 families in the United States. The study explored five fundamental questions: (1) What are home education families' demographic and educational characteristics? (2) To what extent have home-schooling families been engaged in legal matters regarding their involvement in home education? (3) What are the demographic, educational, and post-high school characteristics of home-educated students? (4) What are the academic achievement outcomes of these students? (5) Is the academic achievement of home-educated students related to variables such as education level of parents, teacher certification status of parents, or degree of home education regulation in the student's state? Initial conclusions revealed that, on average, home education families have parents with greater formal education, more children, and higher family income. Two-parent families were the norm and they were predominantly Christian in viewpoint. The average age of the children was just over eight years--a majority of the children had never attended public or private schools. There were equal numbers of male and female students. On standardized achievement tests, the home-schooled students allocated for studying. Averages of all pretest and posttest scores were compared after a 6-week period. After administering a t-test, the scores were found to be similar on the pretest scores and not statistically significant. However, a statistically significant difference was observed on the posttest scores. There was a positive effect on the posttest scores of the experimental group. Findings concur with the opinions of more than half of 20 elementary school teachers who answered a survey of students' spelling habits. Thirteen (65%) of the respondents said they believed students who were allowed a daily, structured class time for studying would score higher than students who studied on their own time. (Contains 12 references, and 15 tables and six figures of data. Appendixes present the cover letter and questionnaire, the spelling word list, and additional tables and figures of data.) (Author/RS)

ED 381 745 CS 012 098

Botenhagen, Jennifer L.
Examining Strategies for Embedding Literacy Skills within a Whole Language Program.
PUB DATE- May 95
NOTE- 35p.; Exit Research Project, Dominican College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Skills; Primary Education; Questionnaires; Reading Materials; Reading Research; *Reading Skills; *Teacher Attitudes; *Teacher Behavior; *Whole Language Approach; *Writing Skills
IDENTIFIERS- Guided Reading Procedure; Teacher Surveys

A study examined strategies for embedding literacy skills within a whole language program. A questionnaire was given to full-time whole language elementary school teachers who taught in kindergarten through second-grade classrooms. All the participants teach in suburban school districts in the Bay Area including San Francisco, Marin, Sonoma, and Napa counties (California). The questionnaire was composed of 12 questions designed to gather information on how literacy, with an emphasis on skills, is taught in a whole language classroom. Nine of 12 participants completed the questionnaire. Results indicated that whole language teachers used many strategies to embed skills within their daily classroom curriculum. Among the most commonly used strategies were guided reading, a phonetic spelling program, teacher modeling of literacy skills, and immersion in a variety of literature sources. Responses also indicated that whole language teachers emphasized meeting individual students' needs instead of teaching the same skills to all students. (Contains 14 references and a table of data. Appendixes present the cover letter and the teacher questionnaire.) (Author/RS)

ED 381 746 CS 012 099

Bradley, Gaylene K.; Winfield, Collette M.
O.A.T.S.: What the Real World Needs in Reading, Writing, Speaking, and Listening: Occupational Application of Tasks and Skills in Reading, Writing, Speaking, and Listening--A Communication Application Curriculum and Tech Prep Project.
SPONS. AGENCY- Moraine Area Partnership Tech Prep Consortium, WI.
PUB DATE- Apr 95
NOTE- 119p.

students' reading performance up to the average range for their classroom settings, and prevent the early labeling of children and the stigma attached to the labeling process. Students' pre- and posttest data were used in the analysis. Results indicated that the program was effective at the first grade but not the second grade level. The early intervention program was implemented again the following year for first grade students. (Contains nine references, 2 tables, and 4 figures of data.) (RS)

ED 381 765   CS 012 122

Reading Assessment Alternatives.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *Evaluation Methods; Higher Education; Library Collections; *Reading Tests; *Testing
IDENTIFIERS- *Alternative Assessment; Northwest Regional Educational Laboratory

This annotated bibliography presents the holdings (as of November 1992) of the Test Center lending library of the Northwest Regional Educational Laboratory. Many of the 76 entries are informal assessments and are intended mainly for the classroom. The journal articles, books, and chapters of books in the annotated bibliography were published between 1982 and 1992. (RS)

ED 381 766   CS 012 123

Kitao, Kenji
Japanese College Students' English Reading Ability.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Context Clues; *English (Second Language); Foreign Countries; Higher Education; High Schools; High School Students; Questioning Techniques; *Reading Ability; Reading Difficulties; *Reading Rate; Reading Research; Reading Tests; *Test Format; Undergraduate Students
IDENTIFIERS- Japan; Text Factors; *Text Processing (Reading)

A series of six studies of the reading ability of Japanese high school and college students investigated the ability of students to process various literary forms and the types of questions students have difficulty with at different levels of reading proficiency. Over 25,000 students completed various versions of an English reading comprehension examination. Findings of the various studies suggest that: (1) students do not have enough experience dealing with a variety of literary forms; (2) it is better, particularly at the beginning, to teach students using short passages; (3) students at different levels of proficiency need different types of questions; (4) it is important to work on increasing students' reading speed; (5) tests should combine difficult and easy passages; (6) it is important to teach students how to guess the meanings of unknown words from context; and (7) various types of questions

Secondary Education; Higher Education; Small Group Instruction; Social Psychology; *Student Attitudes; Student Needs; Textbook Content; *Textbook Evaluation; Textbooks; *Writing Instruction; Writing Workshops
IDENTIFIERS- Knowledge Acquisition

Beliefs about texts and textbooks is an active area of inquiry in social psychology but the results of these studies are largely unknown in the fields of English education and composition. For most students knowledge and beliefs function very similarly. What a student knows he or she inevitably believes; and what he or she believes means a commitment in ways that exclude more current information, more authoritative sources, or more persuasive logic. Students use their initial beliefs (or knowledge) as a filter to reinforce what they already know rather than examine and possibly rethink positions. Further, most students consider it a sign of strong character to ignore information that is contradictory to their beliefs and to resist doubts about their current knowledge of the world. Finally, studies show that contrary to popular belief, students actually believe very little of what they read in textbooks. Textbooks are most likely to be effective when the material presented is neither too similar nor too contradictory to students' current knowledge; it should be clear and comprehensible and not too conceptually difficult. Research in the field of composition has for years pointed towards the advantages of student-centered writing instruction, and it is significant to note that research in social psychology corroborates these findings. (Contains 20 references.) (TB)

ED 381 785 CS 214 795

Johns, Jerry; Olsen, Cindy L.
Using Thematic Units with Elementary and Secondary Students.
PUB DATE- 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Class Activities; Elementary School Students; Elementary Secondary Education; *Reading Material Selection; Secondary School Students; Special Needs Students; *Thematic Approach; Whole Language Approach
IDENTIFIERS- Content Area Teaching; ERIC

Noting that whole language proponents suggest integration of two or more subject areas around a common theme using literature, this paper presents annotations of 31 items from the ERIC database on thematic units of study. Annotations in the paper are organized into six sections--overview, elementary examples, research, secondary examples, special learners, and other related examples. The paper includes annotations of ERIC documents and journal articles published between 1986 and 1992. (RS)

ED 381 786 CS 214 796

Johns, Jerry; Olsen, Cindy L.
Using Peer Tutoring with Elementary and Middle School Students.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Class Activities; Elementary Education; *Elementary School Students; *Junior High

PUB DATE- 93
NOTE- 130p.; For Volume 29, see CS 214 819.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Creative Writing; Elementary Secondary Education; *English Instruction; Ethnography; Higher Education; *Invented Spelling; *Sex Differences; Writing Instruction; Writing Research
IDENTIFIERS- Workplace Literacy; *Writing Contexts

A semi-annual refereed publication of research and instructional practices in English/language arts and allied fields, preschool through adult levels, this volume of "Maryland English Journal" presents articles on a variety of subjects and showcases the work of young writers. Articles in volume 28, number 1 focus on ethnographic studies of workplace writing: "Course Structures That Elicited Students' Ethnographic Studies of Workplace Writing: The Teacher's Overview" (Nancy Shapiro); "'Baltimore Magazine': Cultural Character Extending to Workplace Writing" (Carla D. Porter); "The Technical Challenge: Telling the Story as well as the Facts" (Michele L. Alverez); "Introducing Program Knowledge: A Study of What Goes into a Federal Review Process" (Michael Colson); and "The Effects of Organizational Hierarchy on Collaborative Writing and Ethnographic Research: A Study of a Government Research Laboratory Public Affairs Branch" (Holly D. Stewart). Volume 28, number 1 also includes nine writing samples of Maryland fourth- and sixth-grade students. Volume 28, number 2 presents articles on a variety of topics: "Love and Laughter among the Merry Wives" (Howard C. Adams); "A Descriptive Study of Gender Differences in Proscribed Language Behavior, Beliefs, and Attitudes" (Jean L. Johnson); "Invented Spelling: Research Applications for the Classroom Teacher" (Janet P. Browne); "Immigration Issues" (Kathryn A. Megyeri); "Roundball Respect" (William J. McKenna); and "Publishing the 'Maryland English Journal'" (Victoria Ross Everett). Volume 28, number 2 also includes 15 writing samples of Maryland fourth- through sixth-grade students and an original poem "I Have Heard Their Singing" (Errol Miller). (RS)

ED 381 806 CS 214 819

Pula, Judith J., Ed.
Maryland English Journal. Volume 29, Numbers 1-2, Fall 1994 and Spring 1995.
PUB DATE- 94
NOTE- 129p.; For Volume 28, see CS 214 818.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Creative Writing; Educational Trends; Elementary Secondary Education; *English Instruction; Higher Education; *Literature Appreciation; Story Grammar; Student Teacher Supervisors; *Student Teaching; Teacher Behavior; Teacher Expectations of Students; *Tutoring
IDENTIFIERS- Literary Canon; *Writing Contexts

A semi-annual refereed publication of research and instructional practices in English/language arts and allied fields, preschool through adult levels, this volume of "Maryland English Journal" presents articles on a variety of subjects and showcases the work of young writers. Articles in volume 29, number 1 are: "Expertise in Tutoring" (Bennett A. Rafoth and Erin K. Murphy); "Reflections on Student Teaching" (Eden Barbely); "The Joys of Supervising a Student Teacher" (Kathryn A. Megyeri); and

ED 381 825 CS 508 889

Rice, Donald E.; Tkachuk, Hank
Foundations of Learning: Teaching the Introduction to Communication Studies.
PUB DATE- 19 Nov 94
NOTE- 38p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Research; Course Descriptions; Higher Education; *Introductory Courses; Student Research; Writing Assignments
IDENTIFIERS- Communication Context; *Concordia College at Moorhead MN

This paper presents materials related to an introduction to communication studies course, a sophomore-level course at Concordia College, Minnesota. The paper begins with discussions of the course philosophy and implementation, noting that the course design is based on a trajectory through three major units of study--definitions and processes of communication, communication contexts, and communication inquiry and research. The paper next presents a detailed course syllabus and instructions for completing the three major written assignments for the course (an abstract paper, a synthesis paper, and a research proposal paper). The paper also presents a list of speech communication sources on which to base the writing assignments, three sample abstract papers, three sample synthesis papers, and two sample research proposal papers. Forms used to critique student papers are attached. (RS)

ED 381 826 CS 508 890

Davies-Gibson, Miriam R.
Storytelling in the Multicultural Classroom: A Study in Community Building.
PUB DATE- Nov 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Dialogs (Language); Higher Education; *Multicultural Education; Speech Communication; *Story Telling; Student Needs; Theory Practice Relationship
IDENTIFIERS- Dialogic Communication; Spirituality

Communication scholars are uniquely suited to developing and implementing mechanisms that will promote a multicultural dialogue and build community. Storytelling is one such mechanism. Storytelling can be beneficial to the spiritual psyche on both the individual and universal levels. The folktale "The Princess Who Wanted to See G-d" demonstrates how self-reflexivity is related to spiritual development. The search for spirituality demands that listeners reexamine their existing beliefs. However, storytelling is also an important mechanism for instilling spirituality on a group or universal level. The story itself becomes equipment for understanding the constructions; and (2) whether these phenomena are best explained by analyzing the propensities of individual actors or those properties unique to collectivities produces four categories. The categories are: societal naturalism, individual voluntarism, atomic naturalism, and collective voluntarism. The first three categories are represented by existing research on the knowledge gap hypothesis. Three ideas within current knowledge gap work can serve as points of departure for a collective voluntarist perspective: the model of collectivity employed, the manner in which knowledge is conceptualized, and the value of such knowledge. Readily available concepts with which to organize a contextual, collective voluntarist view are those of "culture" and "social process." The process of knowledge gap construction can be studied in depth with the tools of event sequence analysis. Although no known studies of knowledge differentials fulfill the definition of "collective voluntarism," parts of several studies both within and outside the knowledge gap literature suggest approaches which could be included and expanded in such research. (Contains 45 references, 2 data tables, and 12 notes.) (RS)

ED 381 847 EA 026 477

Guide and Criteria for Program Quality Review--Elementary, 1994.
PUB DATE- 94
NOTE- 327p.; For middle level program review guide, see EA 026 478.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; *Educational Assessment; Educational Cooperation; Elementary Secondary Education; *Evaluation; *Evaluation Criteria; Instructional Development; *Self Evaluation (Groups); State Curriculum Guides; State Standards
IDENTIFIERS- *California

This document contains guidelines to be used by California schools in conducting the Program Quality Review (PQR). Part 1 describes the major steps in the process--preparation, the curriculum self-review process, and implementation/followup. It also outlines the role of consultants. Part 2 specifies criteria for evaluating curricula (health education, history and social science, language arts, mathematics, physical education, science, and visual performing arts) and instructional support. Each curriculum criterion includes a focus statement and description of student work. The instructional support criteria contain a focus statement and exemplars of teaching activity. The third part contains sample timelines, student work summaries, improvement plans, and visitation reports. The final part provides information about the California Alliance for Elementary Education. A list of available California Department of Education publications is included. (LMI)

ED 381 848 EA 026 478

Guide and Criteria for Program Quality Review--Middle Level, 1994.
PUB DATE- 94
NOTE- 323p.; For elementary level guide, see EA 026 477.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Educational Change; Foreign Countries; *Instructional Effectiveness; Interaction; Leadership; *Organizational Change; *Organizational Development; Secondary Education; *Teacher Effectiveness
IDENTIFIERS- *Sweden

Sweden has recently introduced a new curriculum and grading system in its school system. Earlier change strategies based on information dissemination failed because teachers did not view the reforms as being based on reality. This paper presents a research design to identify the internal and external factors that influence change in Swedish secondary teachers' instructional patterns. The conceptual framework stresses the factors of experiential learning, teachers' cognitions of teaching and learning, local organizational structure, and school leadership. It is argued that changes occur as a result of the interplay between the individual and context. Therefore, changes in organizational structure must be accompanied by changes in the teachers' cognitions about teaching and learning. The proposed research methods include surveys of headmasters, managers, and teachers in every upper-secondary school in Sweden and interviews with teachers in six selected schools. Symbolic interaction theory provides the basis for understanding the mutual and complementary character of teacher and student roles. Four figures are included. (LMI)

ED 381 867 EA 026 652

Heneveld, Ward; Craig, Helen
A Framework for Using Qualitative Research To Inform Policy-Makers and Empower Practitioners: Lessons from Madagascar.
PUB DATE- Jan 95
NOTE- 28p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (Leeuwarden, Netherlands, January 3-6, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Developing Nations; Educational Environment; Educational Policy; *Educational Quality; *Effective Schools Research; Elementary Education; Foreign Countries; Outcomes of Education; *Qualitative Research; *School Effectiveness; Teacher Influence; Theory Practice Relationship
IDENTIFIERS- Empowerment; *Madagascar

National education policy reforms often do not translate into changes at the classroom level. This paper presents a conceptual framework developed for Sub-Saharan Africa to assist policy-makers in bridging the gap between school practice and national policies. It also describes how the framework was applied to current school-improvement efforts in Madagascar. The framework identified 16 school-effectiveness factors and divided them into five main categories--supporting inputs, enabling conditions, school culture and climate, and the teaching/learning process. The Madagascar Quality Study, conducted as part of a larger World Bank research effort, sought to identify the school-level factors that most influence student learning and academic persistence. The World Bank report relied on three different studies to assess the quality of primary and secondary education in Madagascar: (1) the Quality Study, a case-study analysis of 36 schools 12 at each

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Costs; *Extended School Year; Flexible Scheduling; High Schools; Outcomes of Education; Program Effectiveness; *Public Schools; *Quarter System; School Schedules; *Summer Schools
IDENTIFIERS- Buena Vista City Public Schools VA

In 1973, the Virginia State Board of Education and the school board, faculty, and students of Buena Vista (Virginia) approved a four-quarter voluntary extended school-year plan for the Parry McCluer High School. This paper describes the review and planning process, as well as some of the program's outcomes 20 years later. Some of its objectives included: to increase the utilization of school facilities; to provide an optional fourth quarter in which students may enroll on a voluntary basis promotion, remediation, enrichment, and acceleration; to provide a cooperative work experience for students below the legal working age; to increase students' achievement scores; and to decrease the dropout rate. In 1994, the school board evaluated the extended school-year plan. Outcomes included an increase in the utilization of rooms and facilities, an increase in pupil enrollment, an increase in achievement scores, a decline in the pupil dropout rate, and overwhelming faculty and student support for continuation. In the past school year, over 50 percent of the student population attended school year-round. (LMI)

ED 381 886 EA 026 675

Havelock, Ronald G.; Zlotolow, Steve
The Change Agent's Guide. Second Edition.
PUB DATE- 95
NOTE- 249p.; For first edition, see ED 071 413.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change Agents; *Change Strategies; *Educational Change; Educational Planning; Elementary Secondary Education; Models; Organizational Change; *Problem Solving; *Strategic Planning

This guidebook describes how successful change happens and how change agents can organize their work to make it happen. It is designed to help change agents in various organizational settings understand the dimensions of the problem and the social situation; organize a plan for change; know what to look for and what to avoid in one's self, team, clients, and choice of innovation; know about potential resources and how to gain access to them; and learn which strategies have worked for others and why. Following the introduction, which explains basic principles and definitions, Part 1 presents stories of four change agents and the innovations they introduced. The change agents played a wide range of roles--that of student, teacher, administrator, and outside consultant. Each case is analyzed in terms of the book's change model. Part 2 contains 7 chapters, each of which represents one stage of the change process. The stages include: (1) care: establish the need for action; (2) relate: build relationships to and among clients; (3) examine: understand the problem; (4) acquire: seeking and finding relevant resources; (5) try: committing to solutions; (6) extend: gain deeper and wider acceptance; and (7) renew, recreate, and terminate. The third part provides lists of approach. Data were gathered through a survey of 32 faculty and 20 staff members in four county schools in Tennessee and North Carolina. A majority of the sample reported that their principals provided personal autonomy and a cooperative environment, practiced shared-governance behaviors, and demonstrated effective leadership. There were no statistically significant differences between faculty and staff or between men and women respondents. Overall, the data showed a correlation between respondents' perceptions of shared-governance behaviors and satisfaction with their work environments. Five tables are included. (LMI)

ED 381 905 EA 026 698

Wise, William H.
Who Benefits: Mandatory Attendance and Its Relationship to Learning.
PUB DATE- 6 Dec 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Attendance Patterns; *Compulsory Education; Free Education; High Schools; *Learning Motivation; Public Education; *School Attendance Legislation; Student Motivation; Truancy
IDENTIFIERS- Tiffin City School District OH

Some educators have suggested that compulsory attendance legislation should be eliminated or that the number of required years be reduced. They assert that some students cannot be successful in school and others lack the willingness to learn. This paper presents findings of a study that examined the effect of student attendance and grades. The attendance records and grade-point averages (GPAs) of a total of 995 9th-, 10th- and 11th-graders at Tiffin Columbian High School in Tiffin, Ohio, were analyzed. Findings indicate that gender had no significant effect on the number of days absent or on students' grade-point averages (GPAs). About 10 percent of the students did not attend classes for the required amount of days. A small correlation existed between students' GPAs and the number of days in attendance. The paper concludes that a mandatory attendance policy at the secondary level has little impact on learning. It argues that motivation and ability to learn have greater impacts on academic achievement. The elimination of compulsory education is advocated, with the recommendation that public schools offer 12 free years of education regardless of age so that the individual can choose when he/she is ready to be educated. Four tables are included. (LMI)

ED 381 906 EA 026 700

Magnet Program Student Enrollment and Participation Report for Charlotte-Mecklenburg Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Admission (School); Desegregation Plans; Educational Quality; Elementary Secondary Education; *Enrollment; *Equal Education; Gifted Disadvantaged; *Magnet Schools; *School Desegregation; Student Placement; *Voluntary Desegregation

school to adult life, various transition programs, and job training and work experience programs. (Contains 13 references.) (JDD)

ED 381 925 EC 303 871

Willard, Clifton D.
Learning Disabilities, An Understanding and Definition.
PUB DATE- Nov 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Definitions; *Dyslexia; Elementary Secondary Education; Individual Characteristics; *Learning Disabilities; Perception; Perceptual Impairments; Personal Autonomy; *Symptoms (Individual Disorders)

A counselor with a dyslexic-like disability shares three conclusions concerning this type of disability. First, difficulties with reading, math, writing, heard language, and nonverbal language are not the disability but the symptom of the disability. Second, these disabilities are dynamic in nature and therefore the symptoms fluctuate somewhere between minimal and severe from one minute to the next or from one day to the next. Third, the choices the individual with the disability makes and the choices that are made for that individual by others will determine how disabled that person is by the disability. Dyslexic-like symptoms are thought to occur when one or more of the language process systems is out of sync (timing) with the other processes in the system. An example is given showing how the normally automatic reading process becomes a five-step manual process for the individual with a dyslexic-like disability. Conclusions that involve compensating through wise choices and the use of technology are discussed. (DB)

ED 381 926 EC 303 872

Shelton, Terri L.; Stepanek, Jennifer Smith
Family-Centered Care for Children Needing Specialized Health and Developmental Services. Third Edition.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- Sep 94
NOTE- 132p.; For an earlier edition, see ED 288 321. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Check Lists; Community Programs; *Cooperative Programs; Cultural Differences; Delivery Systems; Developmental Disabilities; *Disabilities; Family Involvement; *Family Programs; *Family Role; Health Services; *Program Development; Public Policy; Special Health Problems; Standards; Values

This monograph articulates eight key elements of a family-centered approach to policy and practice for children needing specialized health and developmental services. An introductory section reviews the development of the first edition of the monograph in 1987 and its widespread dissemination and

This paper describes the Respecialization in Special Education (RISE) program, which helps noncertified special education teachers in Hawaii earn their endorsement for certification. The program was developed to address the shortage of special education teachers experienced by school systems both nationally and locally. The alternative teacher training program attempts to both alleviate the critical shortage of qualified special education teachers and enhance the long-term retention of trained teachers. Major characteristics of the program are: (1) its unified and systematic approach; (2) its usage of 20 all-day seminars covering curriculum and instruction, classroom management, foundations of special education, and professional development; (3) its supervised field experience using resource teachers as mentors; and (4) its centralized training delivery despite geographic separation, via the Hawaii Interactive Television System. Formative and summative evaluation is built into the program and has indicated a pass rate of 82 percent on the National Teachers Examination Special Education Area Test. Expansion of the program is being considered. (DB)

ED 381 945   EC 303 891

Barsch, Ray
Fine Tuning: An Auditory-Visual Training Program. Book One: Primary-Intermediate Level.
PUB DATE- 95
NOTE- 164p.; For book Two, see EC 303 892.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auditory Perception; *Drills (Practice); Elementary Education; Learning Activities; *Listening Skills; Perceptual Development; *Skill Development
IDENTIFIERS- *Following Directions

This book offers a number of exercises to develop students' listening skills. The exercises consist of number or letter grid worksheets on which a graphic design or a message emerges when students follow a sequence of specific directions requiring careful listening and auditory-visual coordination. Preliminary information includes an introduction, instructions on using the grids, and an outline of features of the exercise format. Primary and intermediate exercises are presented separately. Primary grids require from 11 to 36 directives and intermediate grids from 27 to 70 directives. Blank grids and completed grids as well as all directives are provided. (DB)

ED 381 946   EC 303 892

Barsch, Ray
Fine Tuning: An Auditory-Visual Training Program. Book Two: Intermediate-Advanced Level.
PUB DATE- 95
NOTE- 212p.; For book One, see EC 303 891.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auditory Perception; *Drills (Practice); Elementary Education; Learning Activities; *Listening Skills; Perceptual Development; *Skill Development

Gifted Children OK

This booklet for parents summarizes the curriculum at the University of Tulsa School for Gifted Children in Oklahoma. Program goals are to: (1) enhance academic achievement; (2) provide an emotionally supportive and intellectually challenging atmosphere; and (3) develop a creative and positive approach to school learning. A major premise of enaction theory, on which the curriculum is based, is that learning is facilitated by the use of active and interactive methods within a thematic content approach. Maximum utilization of university resources as well as a variety of other proven instructional strategies also characterize the curriculum. The curriculum of each of the five lower school divisions (early childhood through Intermediate I) is described in terms of overall approach, language arts, math, science, social studies, work areas or individual projects, and special subjects. More detailed descriptions are given for the curriculum at the older intermediate levels in the subject areas of math, physical education, kumon (a method of teaching computational skills), language arts, and social studies. Special subjects taught across levels are also described, including computers, Spanish, music, drama, art, kumon math, library, resource room, and science. A scope and sequence chart concludes the curriculum description. The document ends with an article reprint, "Enaction Theory: A Theoretical Validation of the Enrichment Triad Model" by Patricia L. Hollingsworth. Contains 18 references. (DB)

ED 381 966 EC 303 913

Norwich, Brahm
Segregation and Inclusion. English LEA Statistics 1988-92.
PUB DATE- 94
NOTE- 26p.; For related documents, see ED 314 900 and ED 343 293.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Disabilities; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Mainstreaming; School Districts; *Special Schools; *Student Placement; Trend Analysis
IDENTIFIERS- *England

This report summarizes the status of students (ages 5 to 15) with disabilities placed in either special schools or ordinary schools in England local education authorities (LEAs) for the years 1988 through 1992. A summary notes some trends, including: a small increase from 1991 to 1992 in special school placements; wide variations in where LEAs place children with disabilities; and 42 percent of pupils with special needs statements placed in ordinary schools (32 percent in ordinary classes and 10 percent in special classes). Tables and graphs detail the data by both overall trends and by individual LEAs. Tables and graphs document percentages of pupils in special schools and percentages of pupils with statements in ordinary schools. A conclusion notes that the differences between LEAs in the percentage of pupils in special schools is as large as it was in the two previous studies. Additional data tables and notes on method and data accuracy complete the report. (DB)

ED 381 967 EC 303 914

Meeting Special Educational Needs. CSIE Summary of Part 3 of the Education Act 1993.

DESCRIPTORS- *Disabilities; *Educational Assessment; Elementary Secondary Education; *National Programs; *Performance; Special Needs Students; Standards; *State Programs; Student Evaluation; Student Participation
IDENTIFIERS- ERIC Digests; National Adult Literacy Survey (NCES); National Assessment of Educational Progress; *Performance Based Evaluation

This digest examines issues concerning performance assessment of students receiving special education services. Issues addressed are: (1) need to infuse performance assessment into national programs including the National Assessment of Educational Progress (NAEP) and the National Adult Literacy Survey (NALS); (2) current lack of inclusion of students with disabilities in the NAEP and the NALS assessment programs due to exclusive guidelines and a lack of accommodations; (3) suggestions for increasing participation of students with disabilities in national assessments (such as clarification of guidelines and use of reasonable accommodations and adaptations); (4) need to infuse performance assessment into state programs; (5) current exclusion of students with disabilities on most statewide assessments; and (6) suggestions for increasing the participation of students with disabilities in statewide assessments (such as including students with disabilities in pilot tests and consideration of equity issues in crafting the assessments). (DB)

ED 381 987   EC 303 943

McLaughlin, Margaret J.; Warren, Sandra Hopfengardner
Using Performance Assessment in Outcomes-Based Accountability Systems. ERIC Digest E533.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 3p.; Derived from "Performance Assessment and Students with Disabilities: Usage in Outcomes-Based Accountability Systems," by M. J. McLaughlin and S. H. Warren; see ED 375 568.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Standards; *Accountability; *Disabilities; Educational Assessment; *Educational Objectives; Elementary Secondary Education; *Evaluation Methods; *Performance; State Programs; *Student Evaluation
IDENTIFIERS- ERIC Digests; *Performance Based Evaluation

This digest considers the use of performance assessment within outcomes-based accountability systems for students with and without disabilities. Application of performance assessment to students with disabilities involves defining the outcomes, developing performance standards, developing assessment accommodations, and scoring. Implications of using performance assessments for accountability are increased program costs, the need to set performance standards, and the need to specify outcomes and indicators. Considerations for including students with disabilities in outcomes-based accountability systems are the common set of outcomes across students, appropriate accommodations, and modifications of scoring standards. Programs in Kentucky, Maryland, and Vermont have adopted performance-based assessment in outcomes-based systems. Educators are urged to use strategies which increase the potential for success of students with disabilities when using performance assessments in outcomes-based systems. (DB)

NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Case Studies; *English (Second Language); Higher Education; Information Sources; *Intensive Language Courses; *Program Administration; Program Costs; *Second Language Programs

The bibliography presents over 100 citations of papers, articles, and reports on diverse aspects of the administration of intensive English language programs. The works are produced by both individuals and organizations. Citations include basic bibliographic information and a brief annotation. Topics addressed include: specific program profiles and histories; costs; testing and student evaluation; faculty and staff development; program and curriculum planning; quality control; student advising; leadership; accreditation; gender differences in administration strategies; problem-solving; program evaluation; databases; foreign student characteristics; administrator role; faculty role; program self-evaluation; faculty portfolios; student development; student recruitment, selection, and placement; enrollment forecasting; organizational development; student acculturation needs; program design; administrative effectiveness; administrator evaluation; management systems; writing centers; administrator training; student life and services; ethics; advancing technology; and program innovation. (MSE)

ED 382 008 FL 022 903

Greyling, W. J.
Teacher Empowerment: If-Then Predictions as Descriptions of Processes in the Language Classroom.
PUB DATE- 94
NOTE- 24p.; Paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (8th, Urbana, IL, March 31-April 2, 1994) and at the South African Association of Language Teachers' Conference (Pretoria, South Africa, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Research; *Classroom Techniques; Decision Making; *Discourse Analysis; Elementary Secondary Education; Foreign Countries; Higher Education; *Interaction; Prediction; Research Methodology; Second Language Instruction; *Second Languages; *Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- Teacher Empowerment

A technique for second language teachers to use in predicting and directing classroom interactions is outlined. The technique, if-then predictions is based on theories of cognitive information processing. The if-clause of a prediction describes the scope of conditions for a certain behavior or experience specified in the then-clause. The teacher then tests these predictions during classroom activities. Procedures for generating if-then predictions are illustrated for a controlled composition exercise, and considerations are discussed. One consideration is the argument that the teacher may distort the experiential evidence to confirm the prediction. A strategy for avoiding this problem is to focus on the discourse patterns typical of different teaching approaches. It is shown that fluency-based and accuracy-based classroom work yield typical patterns of

Classroom Assistants and Their Role in Primary Schools" (Jean Mills); "Towards Empowerment: Training Secondary School Students as Community Interpreters" (Jeanette Harman); and "'The Flavour of the Moment?' Bilingual Teachers' Experiences of Teaching and Learning" (Audrey Osler). (MSE)

ED 382 029 FL 022 932

South Carolina Foreign Languages Framework.
PUB DATE- Nov 93
NOTE- 63p.; Supercedes ED 356 625.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Objectives; Class Activities; Classroom Techniques; Cooperation; Cultural Awareness; Cultural Pluralism; *Curriculum Design; Educational Philosophy; Educational Strategies; Elementary Secondary Education; Evaluation Criteria; Inservice Teacher Education; *Instructional Materials; Interdisciplinary Approach; International Trade; Language Proficiency; *Language Role; Language Skills; Language Tests; Media Selection; Program Design; Program Effectiveness; School Business Relationship; Second Language Instruction; *Second Language Programs; *State Standards; Statewide Planning; Student Role; Teacher Certification; Teacher Role; Television; Testing
IDENTIFIERS- Authentic Materials; *South Carolina

The statement presents a consensus of what South Carolina educators expect children to know and be able to do in foreign languages, and the changes needed in the educational system to support what teachers and students do in the classroom. It is not a curriculum guide, but is intended for use by policymakers, instructional leaders, teachers, and communities as a broad instructional design for improvement of the educational system. The first section looks at the rationale for foreign language instruction, including economic, cultural, and intellectual reasons, enrollment trends, and directions for the future. The second section outlines a systematic approach to change, offers guidelines for designing an effective program, describes different program models, and discusses the choice of languages to teach. Alternatives to full-scale, self-contained foreign language programs are examined in the third section, and recommendations are made for improvement in teacher certification, professional development, and student opportunities. Section four addresses the need for assessment and evaluation and outlines performance objectives for language skill areas at the elementary, middle, and secondary school levels. Specific classroom techniques are discussed in the fifth section, and criteria for selection of instructional materials in the sixth. Contains 30 references. (MSE)

ED 382 030 FL 022 945

Dalton, Stephanie; Sison, June
Enacting Instructional Conversation with Spanish-Speaking Students in Middle School Mathematics. Research Report 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English

familiarity. Slight improvement in communication skills was noted. Recommendations for further action are made, and supporting documentation is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 382 053 FL 800 954

Willoughby, Mary
Colorado Literacy Action: Final Performance Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Objectives; *English (Second Language); Instructional Materials; *Limited English Speaking; *Literacy Education; *Needs Assessment; Questionnaires; *Second Language Instruction; Tutorial Programs; Tutors; Volunteers; Volunteer Training
IDENTIFIERS- *Colorado (Denver)

The goal of this program was to reach an unserved group of non-literate adults with limited English proficiency through the provision of English-as-a-Second-Language (ESL) tutoring by local library and community literacy programs. Nine area resource teachers and a master teacher trainer provided training for 211 teachers and volunteer tutors who, in turn, provided instruction to more than 2,000 adults with limited English skills. Requests for training came particularly from the initial flyer and training request form mailed out to over 200 libraries and agencies providing basic skills instruction. These requests were followed by a comprehensive needs assessment developed during the grant year and distributed to programs in the spring of 1990. The program's goal was accomplished through completion of 5 objectives: (1) to identify literacy training needs in Colorado; (2) to develop and adapt ESL tutor training materials and combine them into a training package; (3) to train 10 regional trainers in ESL tutor training techniques; (4) to support training of ESL tutors and teachers at the regional level; and (5) to provide program development consulting assistance for local programs and libraries in support of ESL. Appended are a list of ESL area resource teachers, a teacher training needs assessment form and program questionnaire, program rationale, program evaluation summary, meeting agenda, teacher training agenda, ESL Institute feedback form, resource list, and sample brochure. (CK)

ED 382 054 FL 800 955

Project Read. LSCA Title VI Grant Final Performance Report, 1989/1990.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; Costs; *English (Second Language); Federal Programs; Instructional Materials; *Literacy Education; Second Language Programs; Student Recruitment; Teacher Education; Teaching Guides; *Tutorial Programs;

Higher Education; *Planning Commissions; Program Descriptions; State Aid; State Programs; *State Universities
IDENTIFIERS- *Manitoba; *Manitoba Universities Grants Commission

This report describes the activities of the Manitoba Universities Grants Commission, which was established in 1967 to advise the provincial minister of education on the amount of financial assistance which should be provided to Manitoba universities by the government. The commission is also responsible for allocating these funds to the universities. The report: (1) lists the members and staff of the commission; (2) outlines the new university programs reviewed and approved by the commission; (3) describes the Inter-Universities North (IUN) joint venture to provide courses and degree programs to students in northern Manitoba; (4) describes enrollment trends at Manitoba universities from 1967 to 1993; (5) lists the number of degrees awarded by Manitoba universities since 1967; (6) examines the budget process for 1992-93 university allocations; (7) describes faculty and staff trends; and (8) outlines capital projects. Seven appendixes provide statistical information on university academic programs, the IUN program, student enrollment, degrees granted, operating and capital grant expenditures for 1992-93, allocation of operating and capital grants for 1993-94, and audited balance sheets. (MDM)

ED 382 074   HE 028 261

Kleinendorst, Sheryl; Ford, Jean
Defining Moments in Women's Studies at the University of Nevada, Reno.
PUB DATE- 94
NOTE- 44p.; Cover title is: Defining Moments in Women's Studies, 1972-1994.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *College Programs; Courses; *Educational History; Higher Education; Program Descriptions; Women Faculty; *Womens Education; *Womens Studies
IDENTIFIERS- *University of Nevada Reno; Womens History

This paper examines the history of the Women's Studies Program (WSP) at the University of Nevada, Reno (UNR), as well as the history of women at the university. In 1892 Blanche Davis became the first woman to receive a degree from UNR, and by the turn of the century women faculty and students were a regular feature of campus life. Women's dormitories and sororities, as well as such organizations as the Home Economics Club and the Associated Women Students originated and developed in the early 20th century. During the 1970s growing support developed for a women's studies program, which was formally introduced in 1978 with the course "Women's Studies 101: Introduction to Women's Studies," WSP expanded during the 1980s, offering more courses and becoming part of the College of Arts and Sciences at UNR. An appendix highlights key individuals in the history of the WSP, courses approved and taught as part of the WSP minor, WSP sponsored events, and sponsors and underwriters of the WSP. (MDM)

ED 382 075   HE 028 262

DOD Service Academies. Update on Extent of Sexual Harassment. Report to Congressional Requesters.
PUB DATE- Mar 95
NOTE- 36p.
LANGUAGE- English

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Compliance (Legal); *Databases; Data Collection; Higher Education; Information Dissemination; Information Management; Information Networks; Information Policy; Information Services; *Information Systems; Public Policy; State Legislation; *Statewide Planning; Users (Information)
IDENTIFIERS- *Florida

As part of a multi-phase, Florida state-mandated study of statewide higher education data resources and systems, this study focused on the use of student information for inter-sector policy analysis and decision making. In particular the question of whether to establish a master student-level database was explored. Through interviews with providers and consumers of information, problems were identified including a lack of formal communication, logistical and structural complexities of the data, difficulty in locating and using data, and limited access to data. Recommendations included: (1) rejection of the master student-level database plan; (2) establishment of formal communication between data producers and consumers; (3) production and maintenance of a user-friendly, menu-driven electronic system of current and historical information accessible by consumers of educational data; (4) designation of a data coordination group comprised of directors of management information systems; (5) allocation of resources to the offices for management information systems in each education sector to support increased data analysis services; and (6) a requirement that the data coordination group submit a report to the Florida State Postsecondary Education Commission. Appendixes contain a consultant's report and information on statutory authority on education information. (JB)

ED 382 096 HE 028 297

Eastmond, Nick
Reaching the International Student. Tig-Toe: Teaching of Evaluation.
PUB DATE- 94
NOTE- 5p.; Paper presented at the meeting of the American Evaluation Association (1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- English (Second Language); *Foreign Students; Graduate Study; Higher Education; Intercultural Communication; Lecture Method; Program Design; Program Effectiveness; *Second Language Instruction; Second Language Learning; Seminars; Vocabulary
IDENTIFIERS- *Adjunct Courses; Utah State University

This brief paper describes a special, informal seminar for international students that used an adjunct instruction model to focus on technical terminology in the field of instructional technology. Foreign students are enrolled concurrently in two linked courses--a language course and a content course with the two courses sharing content base and complementing each other in mutually coordinated assignments. Second language learners are sheltered in the language course and integrated in the content course where both native English and non-native English speaking students attend the same lecture. International students in the adjunct course meet once a week over lunch for the seminar in order to study technical terminology and usage.

just received their diplomas so they could not answer the question about experiences after leaving ADP. (Appendixes include a list of 22 references, questionnaire, student information sheet, and a conference presentation, "Minnesota Legislation on Choice: A Study of Learners in the St. Cloud, Minnesota, Adult Diploma Program" (Ruth E. Randall and Brian Bottge), that summarizes the study.) (YLB)

ED 381 627 CE 068 713

Three Year Advancement of Justice Plan.
PUB DATE- 94
NOTE- 15p.; Developed at the Special Committee on Law and Literacy Meeting (Anacortes, WA, September 30-October 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Advocacy; Correctional Education; Illiteracy; Justice; *Lawyers; *Literacy Education; Role of Education

This publication presents the five building blocks of the American Bar Association's (ABA's) Special Committee on Law and Literacy's Three Year Advancement of Justice Plan. The first building block is the statement of shared values and beliefs that outlines why literacy is important to the association, profession, justice systems, and country. Next is the vision statement: a brief recital of the ABA's literacy vision for the nation. The mission statement that follows sets out what the Special Committee is attempting to achieve. A listing of the multiple, diverse constituencies served by this ABA endeavor follows. The plan then presents seven long-range goals and sets forth objectives under each goal. The goals are as follows: (1) increase adult basic education in all correctional settings; (2) support and promote literacy programs that deter crime; (3) encourage state and local bar associations to enter into law and literacy partnerships with the ABA; (4) develop regular communication with state and local bars; (5) work with the private sector to broker, establish, and promote public-private literacy initiatives; (6) use advocacy skills to make universal literacy a high public policy priority; and (7) "reinvent" the Special Committee as a Standing Committee. The concluding section presents Year One (1995-96), Year Two (1995-96), and Year Three (1996-97) Action Plans with yearly resource requirement estimates. (YLB)

ED 381 628 CE 068 715

Ramarumo, M. M.
The Relevance of Family Literacy in the Education of a Child.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Foreign Countries; Illiteracy; *Literacy Education; *Parent Child Relationship; *Parent Influence; Parenting Skills; Parents as Teachers
IDENTIFIERS- *Family Literacy; *South Africa

Family literacy is relevant in the education of the child, especially in the South African context with its millions of people, especially those in disadvantaged rural areas, who are

*Program Implementation; Secondary Education; Special Needs Students; *State Standards; Student Organizations; Technology Education; Trade and Industrial Education; Units of Study; *Vocational Education
IDENTIFIERS- Virginia

This revised edition of a guide to vocational program planning in Virginia is intended to be used as a principal resource for vocational program design and application and to serve as a supplement to program information provided to localities by the individual service areas. The guide is organized in eight sections, one for each program area: agricultural education, business education, health occupations education, marketing education, programs for special needs students, technology education, trade and industrial education, and work and family studies. Each section contains the following information: (1) service area overview; (2) student organization information; (3) information on substitutions for high school science, mathematics, and practical arts credits; (4) a graphic representation of suggested program sequences by grade level; (5) a table showing programs and courses along with course codes, grade levels, class sizes, and duration in number of weeks; (6) individual program and course descriptions, including Classification of Instructional Programs (CIP) Code, suggested grade level, prerequisites, approved courses, and related postsecondary programs; and (7) completer requirements for vocational programs. (KC)

ED 381 647 CE 068 751

Practical Nursing Task Analyses.
PUB DATE- 94
NOTE- 299p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; *Course Content; Job Skills; *Nursing Education; Occupational Information; Postsecondary Education; *Practical Nursing; Program Implementation; State Standards; *Task Analysis
IDENTIFIERS- Virginia

This guide is designed for use in developing and implementing a competency-based program in practical nursing, especially in Virginia. It is organized in three main sections. Section 1 contains descriptions of the program and courses and a master task list. Sample teaching sequences, illustrating two possible sequences of teaching the tasks in the task analyses, are included. The section concludes with a comprehensive content outline. Section 2 contains an analysis of each task. A performance objective, criterion-referenced measure, suggested enabling objectives, and a list of resources accompany each task. Tasks are arranged by worker duty area, and the sample teaching sequences found in section 1 may be used as a guide for developing a teaching order of the tasks. Section 3 contains a bibliography listing 85 references, and a list of names and addresses of 28 audiovisual producers and suppliers. (KC)

ED 381 648 CE 068 752

Task Analyses for Child Care Services. A Competency-Based Curriculum.
SPONS. AGENCY- Virginia State Dept. of Community Colleges, Richmond.

practical benefits of contextual learning has been documented in case studies of contextual learning in school-based vocational education, the workplace, and the community, as well as in studies of contextual learning as "cognitive apprenticeship." Among the main contextual learning-related issues facing teachers are the following: rethinking the areas of curriculum, instruction, and assessment; providing students with hands-on experiences in which they can learn about and participate in the workplace, providing adequate staff development for teachers and employers involved in contextual learning programs, and reorganizing school periods and providing the administrative support required to plan and deliver contextual learning programs. (Ten best practices for contextual learning and 32 references are included.) (MN)

ED 381 667 CE 068 789

McNeil, Patricia W.; Kulick, Christine D.
Employers' Role in School-to-Work Opportunities. Education Reform and School-to-Work Transition Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 43p.; For other documents in this series, see CE 068 788-792.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Policy; *Education Work Relationship; Employer Attitudes; *Participation; *Partnerships in Education; Program Descriptions; *Public Policy; Questionnaires; Recruitment; *School Business Relationship; Secondary Education; Transitional Programs; *Vocational Education
IDENTIFIERS- *Employer Role; Employer Surveys

Five employers who were currently participating in school-to-work opportunity programs in the finance, health, hospitality, machining, and printing/graphic arts industries were interviewed to determine why and how employers participate in school-to-work transition programs. The employers were selected to represent a cross-section of industries, business sizes, and geographic areas. Special attention was paid to employers' roles in program governance, design, curriculum development, and activities and delivery of services. The following topics were also examined: benefits of school-to-work transitions to employers and students, employer recruitment strategies, and employers' understanding of employment-related education programs. No universal model of employer participation was found. Employers consistently stated that their primary reason for participating in programs was to obtain higher-skilled entry-level workers. The employers supported the public policies providing the following: less red tape, paperwork, and government involvement in programs; creation of intermediary organizations to interface with schools, students, and employers; and financial incentives (including tax incentives, student wage subsidies, and reimbursement for staff assigned to train students in work-based learning components) to encourage employer participation. (Appended are the employer questionnaire and descriptions of school-to-work transition programs in the five industries studied.) (MN)

ED 381 668 CE 068 790

Orr, Margaret Terry

Handover Card Process.
PUB DATE- 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Choice; *Career Development; Educational Needs; *Educational Planning; *Education Work Relationship; High Schools; *Noncollege Bound Students; *School Role

Students, especially those who are not going on to higher education after high school graduation, have little information about where to turn for help the day after high school graduation. These young people need support and encouragement in making plans for their future. Students, their parents, and school staffs all share responsibility for the successful transition of high school graduates to the next phase of their career. Every school district in the United States needs to develop and implement some type of school transition program for their graduates. A "handover card" could be developed to assist districts in developing a management information system and district accountability system. A meaningful attempt at career development would begin well before the senior year; it would begin when the students enter the school system or at least when they enter high school. Schools, students, and parents can implement specific steps as a "countdown to graduation" 6 months before the event. Then, each graduate should be given a "handover card" that would supply information to the next school, organization, or employer to which the graduate goes. (KC)

ED 381 687 CE 068 816

Hollenbeck, Kevin
Postsecondary Education as Triage: Returns to Academic and Technical Programs. Staff Working Papers 92-10.
PUB DATE- Jun 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; College Graduates; Comparative Analysis; *Educational Benefits; Educational Certificates; Educational Research; Education Work Relationship; *Employment Patterns; Noncollege Bound Students; *Outcomes of Education; Postsecondary Education; Rewards; Student Certification; *Technical Education; *Wages
IDENTIFIERS- National Longitudinal Study High School Class 1972; Return on Investment

A study evaluated the labor market outcomes of individuals with various types of postsecondary educational experiences. In particular, it examined differences among three groups: students who pursued technical education programs; those who pursued academic programs; and those individuals who did not pursue any type of postsecondary education. The study used empirical evidence from the National Longitudinal Survey of High School Students in 1972 concerning the relationship between economic outcomes and grades earned and the degree to which the labor market rewarded credentials. Wages and earning models yielded different structural parameter estimates when based on the three different populations. The differences were most dramatic for high school background effects and for postsecondary characteristics. The empirical results from the technique used to correct for self-selection suggested that

Communication; Interpersonal Competence; Secondary Education; *Self Concept; Self Esteem; Social Behavior; *Social Development; *Speech Communication
IDENTIFIERS- Adolescent Attitudes; *Politeness; Youth Studies

This paper builds on previous work which analyzed ways of speaking, the use of space, and relationship formation in the work and play of organizations, in order to determine how youth develop a sense of self, empowerment, and persistence. Examined here are the speech interactions taken from three teaching lessons involving youth and youth leaders in a church youth group. The youth group consisted of four Euro-American leaders, ranging in age from 22 to 38 years and the youth consist primarily of Euro-American and Hispanic-American males and females with one Asian male, and range from 13 to 18 years of age. A politeness theory was utilized to identify the types of agendas which were constructed through each interaction. Data were obtained through observation, tape recordings, field notes, and brief interviews. Included is a discussion of "face" and "face threatening acts" (FTAs) as these relate to self-esteem and group interactions. Examples of conversations and FTAs are provided for each of the three sessions. Data analysis revealed that the normative behaviors for appropriate ways of speaking in the youth group did not deny youth the opportunity to negotiate and maintain their own or others' "face" through positive-, negative-, and off-record politeness strategies. Although some youth tended to address the leaders using FTAs, the leaders were able to draw the youth back to the lesson. The adolescents mixed politeness strategies to modify and redefine their relationships with the leaders and one another. (RJM)

ED 381 706 CG 026 180

Ferreira, Maria M.; Bosworth, Kris
Barriers to Caring--Early Adolescents' Perspective.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Oct 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Behavior; *Early Adolescents; Elementary School Students; Empathy; Familiarity; *Interaction; Intermediate Grades; Interpersonal Relationship; Intimacy; Junior High Schools; Junior High School Students; Middle Schools; *Perception; Stranger Reactions; Student Attitudes
IDENTIFIERS- *Barrier Behavior; Caring; *Middle School Students; Social Reciprocity

For educators, the importance of understanding adolescents' concepts of caring is critical. This paper explores early adolescents' perceptions of barriers to caring and is part of a large ethnographic study on caring in middle schools. This study was conducted in two midwestern middle schools in a large urban area. A total of 101 students, representing grades six through eight, were interviewed. Information from the interviews was organized into categories according to themes, with the three major themes being "Nothing," "Reciprocity," and "Violence." Results show that the manner in which adolescents talk about barriers to caring is highly contextual. The findings on the four domains examined--"barriers to caring for self," "friends and family," "people in school/community," and "strangers"--revealed that caring and its barriers are greatly performed at or above the 80th percentile on national norms in reading, listening, language, math, science, social studies, basic battery, and complete battery scores. (RJM)

ED 381 726 CG 026 208

Anderegg, Judith
Demographics: A Case for Equality in Alaska: A Training Module.
PUB DATE- Jun 91
NOTE- 98p.; Funded by Title IV Sex Desegregation Technical Assistance Grant.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; *Demography; Elementary Secondary Education; *Equal Education; Equal Protection; Minority Groups; Population Distribution; *Population Trends; Trainers; *Training; Workshops
IDENTIFIERS- *Alaska; Equity Materials; Training Materials

This module was designed to increase awareness of demographic trends and their subsequent effect on school populations, identify the growing number of at-risk students, especially those who are People of Color and women, and to highlight the need for equitable education for all students. The module provides all the materials a trainer would need to educate personnel on this topic. Five learning objectives are presented for meeting this goal. Each objective is accompanied by a method, a technique, the time to be spent on the objective, some activity to illustrate the point, a rationale for the methods involved, and a list of needed resources to carry out the objective. These objectives are: (1) Participants will meet each other and trainer will inform participants of purpose of looking at demographics; (2) Participants will become aware of their lack of knowledge; (3) Participants will gain knowledge on demographics; (4) Participants will discuss ways to effect changes and make educational opportunities more equitable based on information covered during this workshop; (5) Participants will evaluate the workshop. The module also features master copies for copying agendas, evaluation forms, and transparencies. The total contact time for this module is 1 hour and 45 minutes. (RJM)

ED 381 727 CG 026 217

Morpeth, Ruth W.; Lollis, Michelle M.
Keys to Success in Marriage and Other Important Relationships: A Curriculum for Students Grades 7-12.
PUB DATE- 93
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Course Descriptions; Curriculum Guides; Human Relations; *Interpersonal Relationship; Intimacy; Learning Modules; Lesson Plans; *Marriage; Relationship; *Secondary Education; Self Esteem; Teaching Guides

This course curriculum specifically addresses interrelationships in marriage and family life. The fundamental concepts that are

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication Skills; *Job Skills; *Listening Skills; Occupational Information; Postsecondary Education; *Reading Skills; Secondary Education; Tech Prep; Two Year Colleges; *Writing Skills
IDENTIFIERS- *Communication Context

Enabling teachers at both the secondary and post-secondary levels to show students the communication skills they need to be successful in particular careers, this paper presents the reading, writing, speaking, and listening tasks routinely performed by persons working in a variety of occupational tasks. Occupations listed in the paper are divided into Associate degree programs and Vocational Diplomas as offered at Moraine Park Technical College. A sampling of the occupations listed in the paper include accounting, child care, computer information systems programmer analyst, culinary arts, legal secretary, medical secretary, accounting assistant, automotive service technician, barber/cosmetologist, food service production, machine repair, office assistant, and public safety telecommunicator. Each listing in the paper presents the job title; a list of journals and other periodicals employees would read, study, and use on the job; and specific reading, writing, speaking, and listening skills and tasks employees would perform on-the-job. (RS)

ED 381 747 CS 012 100

Kibby, Michael W.
Student Literacy: Myths and Realities. Fastback 381.
PUB DATE- 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Historical Materials (060)
DESCRIPTORS- Educational History; Elementary Secondary Education; *Literacy; Literature Reviews; *Reading Achievement; *Reading Instruction; *Reading Research; Test Results; *Test Use
IDENTIFIERS- Educational Issues; Historical Background

Suggesting that too many educators and parents believe the myth of declining student literacy, this fastback puts student literacy in focus by examining trends in reading achievement from 1840 to the 1990s. The fastback discusses "then-and-now" studies, test restandardization studies, and the National Assessment of Educational Progress, concluding that unqualified statements that proclaim a decline in literacy are wrong. The fastback also examines some of the instructional issues obscured by "quick-fix" remedies implemented in response to the perceived decline in achievement--the need for (1) more reading instruction for all students; (2) more difficult texts, especially for average and better readers; (3) more critical analysis and synthesis of information from multiple texts; and (4) more emphasis on meaningful vocabulary throughout the grades. (RS)

ED 381 748 CS 012 101

Beyer, Barry K.

have different effects. (Two forms of the English Reading Comprehension Examination are attached.) (RS)

ED 381 767 CS 012 124

Hall, John; And Others
Taking a Closer Look at Reading. Education 5-14, English Language Diagnostic Procedures.
PUB DATE- 95
NOTE- 39p.; For the writing booklet, see CS 214 823.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Educational Diagnosis; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Reading Achievement; Reading Attitudes; *Reading Instruction; *Student Evaluation; Teacher Role
IDENTIFIERS- *Reading Motivation; Scotland

Offering guidance on diagnostic and developmental techniques illustrated by examples from the classroom, this teacher's guide helps teachers to assess pupils' understanding and day-to-day progress in reading and to identify appropriate next steps to help pupils make progress. Topics explored in the teacher's guide include pupils' attitude and motivation to read, their ability to decode and pursue meaning, and their awareness of an author's use of language. The six examples in the teacher's guide illustrate the range of ways teachers can incorporate a structured diagnostic approach into their classroom teaching. (RS)

ED 381 768 CS 012 126

Onukaogu, C. E.
Enhancing the Teaching and Learning of Reading Comprehension in Third World Anglophone States: The Case for the 4P's Reading Comprehension Teaching Model.
PUB DATE- Apr 93
NOTE- 28p.; Paper presented at the Annual Meeting of the International Reading Association (38th, San Antonio, TX, April 26-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Developing Nations; Foreign Countries; *Illiteracy; *Instructional Effectiveness; *Reading Achievement; *Reading Comprehension; Reading Instruction; Reading Research; Secondary Education; Teacher Behavior
IDENTIFIERS- *4Ps Model; *Nigeria

Since a robust curriculum is needed to combat illiteracy in Nigeria, a study investigated whether the 4P's model of reading instruction enhanced the performance of reading comprehension teachers, promoted classroom interactions, and enhanced the language competence of students more than the classical method. Subjects were final year students and their English language teachers in 16 intact classrooms from three secondary schools in Oyo State of Nigeria. Both experimental and control teachers were given a 72-hour workshop in which they were exposed to the 4P's model (which postulates that teaching and learning of reading comprehension in Third World Anglophone states must be anchored on effective planning, adequate preparation, sound presentation, and regular practice). The eight experimental teachers then taught the 4P's model for a semester, while the

School Students; Middle Schools; *Peer Teaching; *Reading Material Selection; *Special Needs Students; Teaching Methods; *Tutoring
IDENTIFIERS- ERIC; *Middle School Students

Noting that peer tutoring benefits tutors and tutees of all age and ability levels, this paper presents annotations of 32 items from the ERIC database on peer tutoring. Annotations in the paper are organized into four sections--overview, elementary students, middle school students, and special needs students. The paper includes annotations of ERIC documents and journal articles published between 1986 and 1992. (RS)

ED 381 787 CS 214 797

Johns, Jerry; Olsen, Cindy L.
Models of Family Literacy Programs.
PUB DATE- 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Education; *English (Second Language); *Government Role; *Library Role; *Literacy; Program Descriptions; *School Role
IDENTIFIERS- ERIC; *Family Literacy

Noting that the urgency to break the cycle of illiteracy in the United States has been substantiated by the passing of federal acts such as the National Literacy Act of 1991, this paper presents annotations of 30 items from the ERIC database related to family literacy programs. Annotations in the paper are organized into six sections--overview, English-as-a-Second-Language issues, government intervention, library intervention, reference materials for practitioners, and school intervention. The paper includes annotations of ERIC documents and journal articles published between 1987 and 1992. (RS)

ED 381 788 CS 214 798

Johns, Jerry; VanLeirsburg, Peggy
Fostering Multicultural Awareness through Literature.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Class Activities; *Cultural Differences; Elementary Secondary Education; Inservice Teacher Education; *Literature; *Multicultural Education; *Reading Material Selection; Teaching Methods
IDENTIFIERS- *Cultural Sensitivity; ERIC

Noting that representing other cultures through literature enables teachers and their students to appreciate contributions made by others and lessen anxieties and prejudices toward those who are different, this paper presents annotations of 31 items from the ERIC database on fostering multicultural awareness through literature. Annotations in the paper are organized into five sections--overview, selection of materials, instructional strategies, teacher training, and research. The paper includes annotations of books, journal articles, and conference papers published between 1982 and 1992. (RS)

ED 381 789 CS 214 799

Fleming, Susan

"Trends and Issues in English Instruction, 1994." Volume 29, number 1 also presents 7 samples of award-winning creative writing by senior citizens, and 17 samples of second- through eighth-grade Maryland students' writing. Contributions in volume 29, number 2 are: "'What Do You Want Me To Do?': A Delayed Answer to a Distracted Student's Question" (Richard M. Johnson); "Where Have All the Women Gone? Gender Issues and the High School Literature Curriculum" (Susan Davis); "Literature without Lectures--A Different Approach" (Craig Etchison); "The Role of Story Schema in the Understanding of James Joyce's 'Araby'" (Marie A. Nigro); "I'm Telling!" (Carol F. Peck); "Confessions of an Ex-Podiophile" (Carol A. Downey); and "A Brief History of MCTELA" (Jennifer L. Klemens). Volume 29, number 2 also presents 18 samples of writing by fourth- through eighth-grade Maryland students. (RS)

ED 381 807 CS 214 823

Hall, John; And Others
Taking a Closer Look at Writing. Education 5-14, English Language Diagnostic Procedures.
PUB DATE- 95
NOTE- 25p.; For the reading booklet, see CS 012 124.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Educational Diagnosis; Elementary Secondary Education; Foreign Countries; *Student Evaluation; Teacher Role; *Writing Evaluation; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Process Approach (Writing); Scotland

Offering guidance on diagnostic and developmental techniques, this teacher's guide helps teachers to assess pupils' understanding and day-to-day progress in writing and to identify appropriate next steps to help pupils make progress. The teacher's guide examines the process of writing, offering guidance on classroom activities relating to preparing for writing, drafting and redrafting, and preparing to publish. After an introduction, sections of the teacher's guide discuss taking a closer look at learning to write (including involving pupils, when to intervene, and qualities in writing), diagnostic procedures in writing (including obtaining evidence, focusing on growth points, and acting on evidence), and areas for exploration (including preparing for writing, drafting and redrafting, and preparing to publish). (RS)

ED 381 808 CS 214 824

Elliot, Norbert; And Others
Program Development Handbook for the Holistic Assessment of Writing.
PUB DATE- 90
NOTE- 150p.; Foreword by Karen Greenberg.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Juniors; Course Descriptions; Higher Education; *Holistic Evaluation; *Program Development; *Test Construction; Test Format; *Writing Evaluation; Writing Improvement; *Writing Tests

cultural elements of a given group. Part of the value in storytelling is the universality of the story. For the educator in the multicultural classroom, storytelling can help instill a sense of unity and peace in a classroom plagued by division and divisiveness. Peace is brought to the classroom by changing the relationship between the speaker and the listener. Through the process of identification, the members of a multicultural audience realize how they are joined. Dialogue that follows the storytelling session helps listeners to construct and assess lines of reasoning from multiple conflicting points of view. As an agent of moral change, storytelling is also important for the rhetorical critic. It provides an opportunity to link theory and practice in a way that is unique. (Contains 14 references.) (TB)

ED 381 827   CS 508 891

Hendrix, Katherine Grace
Professor Perceptions of the Influence of Race on Classroom Dynamics and Credibility.
PUB DATE- Feb 95
NOTE- 38p.; Paper presented at the Annual Meeting of the Western States Communication Association (Portland, OR, February 10-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Case Studies; Classroom Communication; *Classroom Environment; *College Faculty; Communication Research; *Credibility; Higher Education; Qualitative Research; *Racial Attitudes; *Racial Factors; *Teacher Attitudes
IDENTIFIERS- United States (Northwest)

A qualitative case study examined professor perceptions of the influence of race on the establishment of credibility in the classroom. Non-participant observation and semi-structured interviews elicited participant-generated conceptualizations of credibility of three Black and three White professors in the Northwest. Results indicated that teaching at a predominantly white institution presented particular challenges for the Black professors. The three professors were cognizant of their "minority" status and believed that white students applied a different set of criteria for judging their classroom credibility and/or a more stringent set of standards than their Black students. However, they also acknowledged the need to earn credibility in the eyes of Black students. These professors believed that emphasizing their academic and field qualifications at the onset of the academic term was crucial to establishing their credibility as well as commanding the respect of the students enrolled in their courses. The three white professors were accustomed to classrooms where the majority of their students were of the same race as the professor. As a result, they worried less about their race influencing student perceptions. However, when presented with a scenario of teaching at a predominantly Black university, all three indicated they would take less for granted about their campus and classroom environment, and all indicated they would seek counsel from Black friends and colleagues regarding what to do, what to say, and how to say it. (Contains 34 references. The survey instrument is attached.) (Author/RS)

ED 381 828   CS 508 892

Walsh-Childers, Kim; And Others

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; *Educational Assessment; Educational Cooperation; Evaluation Criteria; Instructional Development; Intermediate Grades; Junior High Schools; *Middle Schools; *Self Evaluation (Groups); State Curriculum Guides; State Standards; *Student Evaluation
IDENTIFIERS- *California; *Program Quality Review

This document contains guidelines to be used by California schools in conducting the Program Quality Review (PQR). The goal of the self-review process is to enable the entire school community to focus, through extensive discussion, on how the curriculum and instruction in a school can be improved so that all students can be fully engaged in a high-quality thinking, meaning-centered curriculum. Part 1 presents a question-and-answer format to clarify concerns about the PQR process and describes the major steps in the process--preparation, the curriculum self-review process, and implementation/followup. It also outlines the roles of external consultants. Part 2 specifies criteria for evaluating curricula (such as health education, history and social science, language arts, mathematics, physical education, science, and visual performing arts) and instructional support. Each curriculum criterion includes a focus statement and corresponding examples of student work and professional practices. Instructional support sections contain a focus statement and exemplars of teaching activities. The third part contains sample timelines, student work summaries, improvement plans, and visitation reports. The final part provides information about California regional networks of foundation and partnership schools and lists of relevant organizations and publications. (LMI)

ED 381 849 EA 026 536

Lines, Patricia M.
Home Schooling. ERIC Digest, Number 95.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Child Development; Civil Liberties; Elementary Secondary Education; Family School Relationship; Government School Relationship; Home Programs; *Home Schooling; *Nontraditional Education; Private Education; School Attendance Legislation; Social Development
IDENTIFIERS- ERIC Digests

A small but increasing number of school-aged children are engaging in home schooling--pursuing learning at home or elsewhere in the community. This digest summarizes research findings on and issues around home schooling. It describes the historical roots of home schooling, the estimated number of participants, the constitutionality and legal issues surrounding it, and the resources available to home schoolers. The effect of home schooling on children's social development is also examined. Disagreement exists about which is more beneficial to children--spending more time with mixed-age groups or with their peers. Public opinion is divided about of the primary, junior secondary, and senior secondary cycles of the system; (2) a quantitative assessment of the achievement scores of 2,874 students in 181 primary schools, conducted by the French government; and (3) a quantitative study on dropouts, conducted by the Ministry of National Education. Findings indicate that three key factors affected primary schools--school leadership, community participation, and teachers' guides/textbooks. It is recommended that improvement efforts at the primary level should focus on strengthening school leadership, providing more learning materials, and fostering community support. Other suggestions include: (1) create and sustain a positive climate for educational reform; (2) give primary and secondary education priority over higher education in budget allocations; (3) favor instructional purposes in budget allotments; and (4) invest in more and better facilities and equipment. Three figures and one table are included. The appendix contains examples and indicators of school effectiveness. Contains 11 references. (LMI)

ED 381 868 EA 026 653

Allen, Lew; Lunsford, Barbara
How To Form Networks for School Renewal.
PUB DATE- Mar 95
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Action Research; *Educational Cooperation; Educational Improvement; Elementary Secondary Education; *Networks; Participative Decision Making; *Partnerships in Education

This handbook, written for educators (teachers, principals, central office administrators, university faculty, and area educational agency staff) offers guidelines on how to establish, maintain, and evaluate a practitioner-driven school network. Such a network is created and governed by practitioners who decide what services they want, modify the services to meet changing needs, and play key roles in network leadership. It also provides opportunities for educators and staff to form collegial partnerships across schools. Chapter 1 explains why practitioner-driven networks can help schools engage in renewal efforts. Chapter 2 discusses what decisions need to be made in getting started, why a clear focus is important, and how to establish a democratic governance process. The third chapter explores operational procedures and services that a network might offer member schools to facilitate their efforts. Ongoing issues that a network must face to maintain its effectiveness are addressed in the fourth chapter. Chapter 5 provides an example of how practitioners can be involved in the life of a network by describing the League's Action Research Consortium. The concluding chapter explains activities that can help a network evaluate its effects on member schools. The appendix contains a sample on-site visit summary. Seven figures are included. (LMI)

ED 381 869 EA 026 654

Gaustad, Joan
Implementing the Multiage Classroom. ERIC Digest, Number 97.
SPONS. AGENCY- Office of Educational Research and Improvement

information resources--academic institutions, consulting organizations, research and development centers, human resource organizations, and electronic and written references. Part 4 describes the roles available to change agents, organizational change strategies, and strategic planning principles. Twenty-four figures are included. (LMI)

ED 381 887   EA 026 677

Washburn, David E.
Multicultural Education Policy in the United States: A Social Foundations Analysis.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acculturation; *Cultural Pluralism; Diversity (Institutional); *Educational Policy; Elementary Secondary Education; *Ethnocentrism; *Multicultural Education; Politics of Education; Power Structure; Social Integration; Social Structure; Socioeconomic Influences

This paper presents a reconceptualization of multicultural education for the 21st century through a critical analysis of the current status of multicultural education. Based on Milton M. Gordon's theory of racial and ethnic group relations and assimilation, the paper identifies three ideological systems for viewing assimilation--"anglo-conformity," "the melting pot," and "cultural pluralism." It describes in detail the following types of multicultural educational policies--anglo-conformist, culturally pluralistic, liberally pluralistic, and corporately pluralistic. An anglo-conformist approach upholds the status quo, has absolutist standards, and attempts to assimilate the multicultural masses into the mainstream. A culturally pluralistic approach is relativistic; it accepts the many worlds of human reality. The formation of educational policy depends on political power, and the current power structure favors the anglo-conformist perspective. However, the paper argues that the social reality is structural pluralism along "ethclass" lines with some acculturation occurring along the margins (Milton M. Gordon defines the "ethclass" as "the intersection of the vertical stratifications of ethnicity with the horizontal stratifications of social class"). It advocates the practice of democratic citizenship to create national unity. Because the institution of education alone is not equipped to reconstruct the social order, the United States must commit itself to a social compact among its major institutions. It should move toward a liberally pluralistic multicultural approach with a core of democratic studies, which includes culturally sensitive early intervention, school desegregation across ethclass lines, an equitable funding formula, teacher training, and ties to economic equity in the public economic sector. Contains 34 footnotes. (LMI)

ED 381 888   EA 026 679

Bull, Barry; Buechler, Mark
Time for Professional Development: Ideas for Indiana. Policy Bulletin No. PB-B24.
PUB DATE- Mar 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

IDENTIFIERS- Charlotte Mecklenburg Public Schools NC

This paper describes second-year outcomes of the Charlotte-Mecklenburg Schools (CMS) Magnet Program, which seeks to eliminate racial isolation and ensure that all students receive a quality and relevant education. Specifically, the paper reports on the enrollment and participation of minority and nonminority students in the program. At the time of the report, the program was in its second year of operation and first year of federal funding. Findings show that 12 of the 14 elementary magnet schools are integrated within CMS' desegregation guidelines. Of the secondary schools with multiple magnet programs, 10 of the 12 are within the guidelines. The racial balance of the 10 elementary schools paired with magnet schools has not been adversely impacted, and magnet schools drew large numbers of both black and white students from all parts of the district. A conclusion is that early expansion of the CMS Magnet School Program has resulted in increased integration of the schools. However, too few black students have been adequately prepared to compete in higher-level coursework. The district plans systemwide use of the following: (1) high academic standards and expectations for all students; (2) use of assessment instruments that truly individualize instruction for all students; and (3) targeted intervention programs, such as grants to find alternative ways to identify giftedness, the Learning Immersion Program, and a systemwide implementation of a computer-assisted instruction program. Six tables are included. (LMI)

ED 381 907 EA 026 701

First Report on Accomplishments in Achieving Other Project Objectives. Magnet Assistance Program Performance Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 7 Sep 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Access to Education; *Desegregation Plans; Elementary Secondary Education; Equal Education; *Magnet Schools; Outcomes of Education; *Racial Integration; *Voluntary Desegregation
IDENTIFIERS- Charlotte Mecklenburg Public Schools NC

The 1993-94 school year marked the first year of the federally-assisted magnet program implemented by Charlotte-Mecklenberg (North Carolina) Schools (CMS). This paper presents the program's goals, the measurable objectives developed to meet the goals, and first-year outcomes. The goals were to reduce, eliminate, or prevent minority group isolation and to ensure academic excellence in each of the magnet schools while not adversely affecting the minority and nonminority population at other schools. Results of the first-year evaluation show that each of the 25 magnet schools made major progress toward achieving the goals set forth in the magnet grant. They reduced racial isolation, implemented diverse strategies that fostered interaction among different ethnic groups, improved academic achievement, and increased parental involvement in their children's education. However, magnet and middle schools need new strategies to increase the percentage of black students performing at or above grade level in mathematics, reading, and social studies. In addition, the number of feeder schools not in compliance has grown even though the proportion of black students attending predominantly black schools is smaller than would be the case if magnet schools were not in place. (LMI) acceptance since that time. Each of the following eight chapters then addresses one of the following elements: (1) recognition that the family is the constant in the child's life, while the service systems and support personnel within those systems fluctuate; (2) facilitation of family/professional collaboration at all levels of hospital, home, and community care; (3) exchange of complete and unbiased information between families and professionals in a supportive manner; (4) respect for cultural diversity within and across all families including ethnic, racial, spiritual, social, economic, educational, and geographic diversity; (5) recognition of different methods of coping and promotion of programs providing developmental, educational, emotional, environmental, and financial supports to families; (6) encouragement of family-to-family support and networking; (7) provision of hospital, home, and community service and support systems that are flexible, accessible, and comprehensive in meeting family-identified needs; and (8) appreciation of families as families, recognizing their wide range of strengths, concerns, emotions, and aspirations beyond their need for specialized health and developmental services and support. Checklists for evaluating these elements are attached. (Contains 160 references.) (DB)

ED 381 927 EC 303 873

Report of Accountability Focus Group (Salt Lake City, Utah, February 24-26, 1995). Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 21 Mar 95
NOTE- 177p.; Prepared by Project FORUM. Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) ([illegible]41),Collected Works - General (020)
DESCRIPTORS- *Accountability; Administrators; Definitions; *Disabilities; Elementary Secondary Education; Models; *Systems Approach
IDENTIFIERS- National Assn of State Dir of Special Educ

This document reports on a focus group meeting convened by the National Association of State Directors of Special Education (NASDSE) Board of Directors to examine the concept of educational accountability for all students, including students with disabilities. The outcome of the meeting was a definition of "accountability" and a conceptual model of educational accountability, which has its theoretical basis in the concept of the "social process triangle" and which includes three components: (1) inputs and processes (to guarantee educational equity), (2) system results (to guarantee program effectiveness), and (3) individual student learning (to guarantee individual student achievement). The current unbalanced status of educational accountability is described. The report concludes that a process must be undertaken to regain the balance in accountability with the cooperative involvement of all relevant constituencies. Most of the document consists of background materials, including the following papers: "Learner-Based Accountability: Making Schools Work for All Students" (Mary Ann Lachat); "State Compliance Monitoring Practices: An Update" (Eileen M. Ahearn); "A Framework for Accountability: Concepts, Approaches, and Issues" (Edward J. McCaul); "State Education Accountability Reports, Indicator Reports, and Report Cards" (Rolf K. Blank); and

IDENTIFIERS- *Following Directions

This book offers a number of exercises to develop students' listening skills. The exercises consist of number or letter grid worksheets which are completed by following a sequence of specific directions requiring careful listening and auditory-visual coordination. A graphic design or message emerges when the worksheets are completed. Preliminary information includes an introduction, instructions on using the grids, and an outline of features of the exercise format. Intermediate and advanced exercises are offered separately. Intermediate grids require from 20 to 62 directives and advanced grids from 48 to 78 directives. Blank grids and completed grids as well as all directives are provided. (DB)

ED 381 947 EC 303 893

Stover, Karen
The Effects of a Token Economy System on the Inappropriate Verbalizations of Emotional Support Students.
PUB DATE- 12 Dec 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Modification; *Behavior Problems; Classroom Techniques; Contingency Management; *Emotional Disturbances; Incentives; Intervention; Junior High Schools; Junior High School Students; Program Effectiveness; Student Behavior; Time on Task; *Token Economy

This paper reports on the application of a token economy approach to increase on-task behavior and decrease inappropriate "call-outs" of nine seventh and eighth grade Caucasian male students in a self-containted emotional support classroom. The program included a behavioral contract, token economy "bucks" kept in a classroom bank, and a list of 12 possible purchases. Subjects began each day with 10 bucks of credit which they could lose by inappropriate call-outs or other classroom misbehavior. Comparison of baseline and intervention (after 15 days) indicated significant improvements in behavior, which were maintained during a fading period. The students liked the token economy system. (DB)

ED 381 948 EC 303 894

Schleien, Stuart J., Ed.; And Others
Powerful Partnerships: Parents & Professionals Building Inclusive Recreation Programs Together.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Child Advocacy; *Community Recreation Programs; Cooperative Programs; *Disabilities; *Family Involvement; *Inclusive Schools; Leisure Education; Parent Role; Program Development; Recreational Activities; *Recreational Programs; *Social Integration

This collection of readings is intended to help parents of children with disabilities join together or with professionals to advocate for inclusive recreational programs for their

PUB DATE- Jan 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Compliance (Legal); Decision Making; *Disabilities; *Disability Identification; Due Process; *Educational Legislation; Educational Practices; Elementary Secondary Education; Foreign Countries; Parent Rights; Parent Role; *Special Needs Students; Standards; *Student Evaluation; Student Placement
IDENTIFIERS- *Education Act 1993 (Great Britain); *Great Britain

This booklet summarizes Part 3 of the 1993 Education Act (Great Britain) which makes major changes to the way local education authorities (LEAs) and schools must identify and provide for children's special educational needs. Following a listing of specific changes between this Act and the 1981 Education Act, the booklet briefly summarizes requirements under the following topic areas: the duty to integrate; what parents should expect from their child's school; what parents should expect from the LEA; the Code of Practice (which stresses least restrictive placement and access to the National Curriculum); the five stages of help required for students with special needs; proposing an assessment; the decision to assess; beginning the assessment; completion of the assessment; the proposed statement; the final statement; appealing the statement; reviewing the statement; amending the statement; and leaving school. Sources of further information (organizations, government departments, and publications) are also listed. (DB)

ED 381 968 EC 303 915

Gramling, Lyle T.
Teaching a Model of Social Skills Training to Child Care Workers at a Group Home for Adolescents, for Improvement of Treatment Planning.
PUB DATE- 94
NOTE- 85p.; Master's Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adolescents; *Behavior Disorders; *Child Caregivers; *Emotional Disturbances; Group Homes; Inservice Education; *Interpersonal Competence; *Intervention; Paraprofessional Personnel; Residential Programs; *Staff Development; Training Methods

This practicum study implemented a training program in the teaching of social skills for 4 child care workers at a group home for 12 adolescents having moderate to severe emotional and behavioral problems. The inservice training program involved teaching concepts, techniques, and social skills terminology during the first four sessions, with training practice emphasized during the remaining 5 weeks of the practicum. During this period, child care workers developed and implemented two social skills training intervention plans. The training program emphasized proactive interventions to help youths build new strengths and develop more effective coping skills. Content analysis of daily log recordings indicated that the child care workers did improve their treatment planning skills with increased linkages between log recordings and

ED 381 988 EC 303 944

Hearing on the Reauthorization of the Individuals with Disabilities Act (IDEA). Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, Second Session.
PUB DATE- 10 Mar 94
NOTE- 150p.; Serial No. 103-74.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Hearings; Opinions; Organizations (Groups); Preschool Education; *Special Education
IDENTIFIERS- Congress 103rd; *Individuals with Disabilities Education Act; Reauthorization Legislation

This transcript of a hearing on the reauthorization of the Individuals with Disabilities Education Act includes statements by representatives of Hofstra University (New York), Advocates for Children (New York), Self-Initiated Living Options (New York), the National Center on Educational Restructuring and Inclusion (New York), National Center on Education and Economy (District of Columbia), the National Family for the Advancement of Minorities with Disabilities (Michigan), and Education and Human Services Research of SRI International (California), along with statements of two Congressional Representatives (Major R. Owens and Cass Ballenger). Among issues addressed in the testimony are needs of the birth to age 5 population, overrepresentation of minorities in special education, postschool outcomes for special education students, arguments for and against full inclusion, the importance of individualization, and school-to-work transition. Additional prepared materials address these issues in more detail. (DB)

ED 381 989 EC 303 945

Long, Patricia; Bowen, Jean
Teaching Students To Take Control of Their Learning.
PUB DATE- Mar 95
NOTE- 7p.; Paper presented at the International Conference of the Learning Disabilities Association (Orlando, FL, March 1-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention Deficit Disorders; Elementary School Students; Elementary Secondary Education; Intervention; *Learning Disabilities; Locus of Control; Secondary School Students; Self Concept; Self Evaluation (Individuals); *Self Management; Student Motivation; *Student Participation; *Student Role
IDENTIFIERS- Multiple Intelligences

This brief paper suggests ways of involving students with learning disabilities and/or attention deficits in their own learning, with a systematic program intended to build self-understanding and a healthy internal locus of control. The program is based on the concept of multiple intelligences and the many different ways in which students and their peers are discourse participation, which provide evidence to confirm or invalidate predictions. It is argued that if such evidence is recorded and shared among teachers and researchers, common views of discourse patterns may emerge. (Author/MSE)

ED 382 009 FL 022 905

Halmari, Helena
The Interplay of Syntax and Discourse in the Explanation of Finnish-English Code-Switching.
PUB DATE- Jan 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Linguistic Society of America (New Orleans, LA, January 5-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Case (Grammar); *Code Switching (Language); *Discourse Analysis; *English; *Finnish; Language Patterns; Language Research; Language Usage; Linguistic Theory; Morphology (Languages); *Syntax; Uncommonly Taught Languages
IDENTIFIERS- *Repairs (Language)

A study of intrasentential code-switching in 21 Finnish-English bilinguals focuses on the characteristics of two types of switches: those that are fluent and those that reflect repair phenomena. Data are drawn from naturally occurring conversations. Analysis highlights patterns in the use of Finnish case morphology in 550 instances of switched nouns. It was found that the majority of English nouns within Finnish matrix sentences were in accordance with Finnish case morphology, reflecting the government constraint stipulated as a principle of universal grammar, and that most of those were cases of fluent code-switching. Of those nouns that were missing Finnish case morphology, most were accompanied by repair phenomena. Implications for the relationship between repair and syntax are discussed. (MSE)

ED 382 010 FL 022 906

McLagan, Patricia, Ed.
Steps to Learning: Modern Languages for Pupils with Special Educational Needs.
PUB DATE- 94
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Access to Education; Classroom Techniques; Curriculum Design; *Disabilities; Drama; Educational Strategies; Elementary Secondary Education; Foreign Countries; French; Hearing Impairments; Identification; Information Technology; Inservice Teacher Education; Learning Disabilities; Modern Languages; Professional Development; Program Development; Second Language Instruction; *Second Languages; Severe Disabilities; *Special Education; Teaching Methods; Visual Impairments

The collection of essays on modern language teaching for students with disabilities offers teachers practical suggestions based on proven strategies and reflected in successful case studies. Contents include: "Learners in Difficulty" (Bernardette Holmes); "Successful Methods for Differentiation" (Bernardette

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Discourse Analysis; *English (Second Language); Grade 7; Hispanic Americans; Junior High Schools; Junior High School Students; *Mathematics Instruction; Middle Schools; Second Language Learning; *Spanish Speaking; *Student Participation; Teaching Methods; Visual Aids
IDENTIFIERS- Content Area Teaching; *Conversation; Hispanic American Students; Language Minorities; *Middle School Students

The plight of students learning language simultaneously with content material, particularly math, spurred this study of the power of socioculturally based pedagogy, such as Instructional Conversation (IC), to increase Spanish-speaking minority students' acquisition of English math lexicon and concepts. This article describes a series of four ICs taught by a novice teacher. The ICs were designed to promote interaction about math concepts in small groups of seventh grade students who were ordinarily excluded from classroom participation by their regular teacher. In keeping with sociocultural theory, The IC teacher assisted students' conversation on math using visual stimuli, joint productive activity, and teaching that regularly urged students toward language expression on math topics. After describing the features of IC pedagogy, this paper analyzes the transcripts of the ICs using quantitative and discourse analysis. Measures of teacher and student percentages of talk, use of content lexicon, and appropriacy of student talk were obtained. Results indicated that all the students participated comfortably in academic conversation using math lexicon with increasing appropriacy and focus. Intersubjectivity emerged in the conversations and was apparently built on the students' and teacher's similar and shared experience in constructive social interaction about math. Students' participation in IC increased dramatically and stabilized across the four ICs, indicating the usefulness of this pedagogy to include often excluded language minority students in classroom interaction. Contains 28 references. (Author)

ED 382 031 FL 022 946

Ginther, April; Stevens, Joseph
Language Background, Ethnicity, and the Internal Construct Validity of the Advanced Placement Spanish Language Examination.
PUB DATE- May 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; Black Students; Comparative Analysis; *Construct Validity; *Ethnicity; *Language Proficiency; *Language Tests; Second Language Learning; *Spanish; *Student Placement; Test Construction; Testing; White Students

The internal construct validity of the 1989 Advanced Placement Spanish Language Examination was analyzed to determine whether the traditional four-factor examination structure hypothesized by test developers (listening, reading, writing, speaking) was invariant. for relevant subpopulations. Using a nested hierarchical design, multiple confirmatory analyses were conducted for examinees differing in language background and ethnicity. An analysis of exam structure for Latin Spanish-speaking examinees served as the starting reference to which the examination structures of Mexican Spanish-speaking, Mexican Spanish/English bilingual, White English-speaking, and Black English-speaking examinees were compared. While the four-factor examination structure fit all groups, factor loadings,

Volunteers; *Volunteer Training

A federally-funded program to train community volunteers in techniques for tutoring students of English as a Second Language (ESL) is reported. The program trained 97 tutors in ESL instruction and 142 in basic literacy teaching. The report describes efforts to recruit and select both volunteers and students, outlines the program's costs, assesses the program's impact on the community's ongoing literacy program, and describes tutor training and materials development. Appended materials include a tutor questionnaire, recruitment flyers, the training manual developed for the project, and excerpts from a commercially produced tutor resource book. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 382 055 FL 800 956

English as a Second Language Adult Literacy Instructional Materials Project. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 289p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; Annotated Bibliographies; Curriculum Guides; Data Collection; Educational Researchers; *Educational Supply; *English (Second Language); *Information Sources; *Instructional Materials; *Literacy Education; Newsletters; Second Language Instruction
IDENTIFIERS- *Free Library of Philadelphia PA

This final report discusses the Reader Development Program (RDP) of the Free Library of Philadelphia's English as a Second Language (ESL) Adult Literacy Instructional Materials Project. Project goals were to identify and review ESL adult literacy instructional materials developed by ESL practitioners. These objectives were accomplished by several steps: (1) sending invitations to submit locally developed ESL materials for consideration to over 350 individuals, groups and institutions; (2) searching the Educational Resources Information Center (ERIC) database; (3) making contacts with AdvancE, Pennsylvania's Adult Education Clearinghouse; (4) examining summaries of Library Service and Construction Act (LSCA) Title VI projects; (5) sending press releases to newsletters targeted to reach literacy and ESL practitioners locally and across the United States; (6) reviewing all materials according to several criteria; (7) selecting 23 titles for inclusion in the ESL Idea Book; and (8) publishing the ESL Idea Book, an annotated listing of entries relating to language experience, reading, folk tales, coping skills, grammar, citizenship and additional instructor resources. Budget information, the impact of the project and project activities, and local public library projects are discussed briefly. Also included are the ESL idea book, ESL curriculum guide, ESL bibliography, RDP statistics for 1989-90, library materials expenditures of the LSCA project for 1989-90, and the "Read to Learn" Directory. (CK) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

ED 382 056 FL 800 974

Cordero, Iris; Pousada, Alicia
"Until I Learn English, I Will Always Live in a Prison": Teaching E.S.L. to Hispanic Women Inmates.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Students; Definitions; Higher Education; *Incidence; *Military Schools; School Surveys; Sex Bias; Sex Differences; *Sexual Harassment; *Student Attitudes; Surveys
IDENTIFIERS- Air Force Academy CO; Military Academy (West Point) NY; Naval Academy MD

This report provides an update on the nature and extent of sexual harassment at the three Department of Defense (DOD) service academies. It is based on a stratified random survey of 430 Military Academy cadets, 470 Naval Academy midshipmen, and 428 Air Force Academy cadets, which oversampled women to ensure that a statistically significant number would be included in the study. The survey found that the majority of women, as in previous surveys, reported experiencing at least one form of sexual harassment on a recurring basis during 1993-94, while the highest percentage of men indicating exposure to some form of recurring sexual harassment was about 11 percent. The most common forms of sexual harassment were verbal comments and visual displays. It also found that between 36 and 42 percent of the women at each academy had been subjected to: (1) physical, gender-related behavior that interfered with their performance or created a hostile environment; or (2) unwelcome, deliberate physical contact of a sexual nature. Three appendixes provide survey response data on sexual harassment at U.S. service academies, the DOD definition of sexual harassment, and a description of the questionnaire methodology. (MDM)

ED 382 076 HE 028 263

Blanchette, Cornelia M.
Direct Student Loans. Selected Characteristics of Participating Schools. Testimony before the Subcommittee on Education, Arts, and Humanities, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- 30 Mar 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Colleges; *Federal Programs; Formative Evaluation; Government School Relationship; *Institutional Characteristics; Loan Default; Postsecondary Education; Program Descriptions; *Proprietary Schools; *Student Loan Programs; *Universities
IDENTIFIERS- *Direct Lending; Family Education Loan Program

This report presents the testimony of the Associate Director of Education and Employment Issues of the Health, Education, and Human Services Division of the General Accounting Office (GAO) concerning the participation of postsecondary institutions in the Federal Family Education Loan Program (FFELP), which makes direct student loans to students. It reports on a study of 102 institutions that are participating in the FFELP during its first year of operation, which began July 1, 1994. Representatives of 38 schools that were contacted reported that they were generally very satisfied with the implementation of the direct loan program. They observed that students were able to get their loan proceeds more quickly, the loan process was less complex for parents and students, and the schools had more control over the loan process than under the previous system. A total of 1,420 schools were selected to participate in the second year of the FFELP implementation process. It is estimated that direct loans may make up less than 40 percent of the loan volume at participating schools in 1995, falling short

Enrollment is usually 4-6 students from a variety of nations. Other features of the program include one session of the content course on cross cultural communication where the foreign students share their experiences with miscommunication and a potluck dinner at the instructor's home with international foods contributed by the students. The international students have thrived with the seminar and have shown marked language progress. The instructor has enjoyed friendships with students and a teaching award from the campus international student organization. (JB)

ED 382 097 HE 028 298

Faculty Roles and Responsibilities: Update on Recent Activities and Plans.
PUB DATE- 2 May 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; College Instruction; Conferences; Educational Quality; Faculty Development; Higher Education; Incentives; Instructional Development; Peer Evaluation; Productivity; Scholarship; Statewide Planning; *Teacher Responsibility; *Teacher Role; Teacher Workshops
IDENTIFIERS- *Illinois; *Illinois State Board of Higher Education

This brief paper reports on recent workshops and conferences on faculty roles and responsibilities held as part of continuing efforts in the Illinois Board of Higher Education's Priorities, Quality, and Productivity initiative. Introductory paragraphs recall the establishment of the initiative and earlier events and efforts. A report on two workshops held in 1994 to exchange ideas and information notes that discussion centered on faculty development, breadth of faculty contributions, and incentives and rewards. A description of a 1995 conference on faculty roles and responsibilities reports that the conference took its topics from the 1994 discussions and that there was especially keen interest in instructional development and the departmental context, and in evaluation, particularly peer review. The description notes three papers that participants received before the conference, offers summaries of the opening session on a broader conception of scholarship that would define teaching as a scholarly activity, and describes three discussion sessions on peer review and evaluation, faculty development and support, and encouragement and rewards for instructional excellence. The report concludes with brief description of future plans. (JB)

ED 382 098 HE 028 299

Bocock, Jean, Ed.; Watson, David, Ed.
Managing the University Curriculum: Making Common Cause.
PUB DATE- 94
NOTE- 142p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Administration; *College Curriculum; College Faculty; College Presidents; *Curriculum Development; Department Heads; Educational Change; *Educational Development; *Faculty College Relationship; Foreign Countries; Futures (of Society); Higher Education; Teacher Administrator Relationship
IDENTIFIERS- *United Kingdom

currently illiterate or insufficiently literate. The level of literacy in the home and a child's exposure to learning experiences influence the success of instruction at school, which in turn forms the key to scholastic and later vocational achievement. The home environment should provide a more basic type of learning than that done in schools. This includes the following: learning to learn, motivating the child to find pleasure in learning, and developing the child's ability to attend to others, engage in purposeful action, and view adults as sources of information and reward. Black parents, especially in disadvantaged rural communities, must be trained to realize the importance of their role in encouraging and assisting their children in doing well in school. Low-literate persons who are or will be parents should be empowered to contribute meaningfully to their children's education. The first step to empowering them is to improve the literacy of family units. Adult basic education programs catering to diversified needs are essential to bring about intergenerational literacy. Adult basic education and training in South Africa must shift its focus to family literacy. (Contains 10 references.) (YLB)

PUB DATE- 94
NOTE- 450p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; Caregiver Role; *Child Caregivers; *Child Care Occupations; Child Development; Community Colleges; Competence; *Competency Based Education; Cooperative Education; *Course Content; Curriculum; Day Care Centers; Educational Planning; High Schools; Integrated Curriculum; *Job Skills; Occupational Information; Postsecondary Education; Program Implementation; State Curriculum Guides; *Task Analysis; Tech Prep; Two Year Colleges
IDENTIFIERS- Virginia

This guide was developed for use in implementing a secondary or postsecondary program to prepare workers in the field of child care services in Virginia. The program uses the career ladder concept and meets the criteria for tech prep programs in the state. The guide is organized in eight sections. Section 1 contains a career ladder chart, program information and descriptions, and sample student schedules. Section 2 provides the master task list and the task analyses for implementing the secondary and postsecondary programs. Section 3 contains sample teaching sequences to assist the classroom instructor in exploring possibilities for ordering the tasks into teaching units. Section 4 offers matrixes of integrated academic skills for mathematics, science, language arts, and health and wellness. Sections 5 and 6 are composed of sample handbooks for operating preschools and coordinating practical work experiences for child care students. Sections 7 and 8 contain lists of committee members who aided in implementing the child care services program and a bibliography listing the 66 instructional resources referenced throughout the framework pages. (KC)

Evaluating School-to-Work Transition. Education Reform and School-to-Work Transition Series.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 43p.; For other documents in this series, see CE 068 788-792.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Context Effect; Data Analysis; Data Collection; Data Interpretation; *Education Work Relationship; *Evaluation Methods; *Formative Evaluation; Models; *Program Evaluation; Secondary Education; *Summative Evaluation; Transitional Programs; *Vocational Education

This document, which is intended for individuals at the state and local levels with responsibility for school-to-work opportunities, focuses on recommended standard procedures for evaluating school-to-work transition programs. In the introduction, the role of evaluation as a critical element in an overall program management strategy is discussed along with the purposes, techniques, and interdependence of process and impact evaluations. Next, eight types of objectives that must be covered by comprehensive school-to-work transition programs are listed, and the use of goals and objectives in process and impact evaluations is discussed. The following aspects of process implementation are explained: implementation of the program model, general challenges to implementation, implementation challenges for school-to-work transition programs, design issues, context issues, strategies for data collection, and analysis and reporting. Examined in the section on impact evaluation are the following issues: outcomes and their measurement, comparisons, degree of implementation and student participation, data collection, and analysis and reporting. In the final section, the tasks entailed in evaluation management are described, and suggestions for evaluation managers are presented. Contains 14 references. (MN)

individuals' choices among the three postsecondary tracks were not the result of absolute advantage. (Contains 16 references.) (YLB)

ED 381 688 CE 068 821

Kerka, Sandra
Techniques for Authentic Assessment. Practice Application Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Adult Students; Career Education; Competency Based Education; Evaluation Criteria; *Evaluation Methods; *Performance Tests; Portfolio Assessment; Postsecondary Education; Secondary Education; *Student Evaluation; Vocational Education
IDENTIFIERS- *Authentic Assessment

Assessments are authentic when they have meaning in themselves--when the learning they measure has value beyond the classroom and is meaningful to the learner. Authentic assessments (AAs) address the skills and abilities needed to perform actual tasks. Perhaps the most widely used technique is portfolio assessment. Well-designed AAs demonstrate a rich array of what learners know and can do; display products and processes of learning; are adaptable, flexible, ongoing, and cumulative; and allow multiple human judgments of learning. They pose challenges, such as abandoning traditional notions about testing and evaluation, being time consuming to prepare and implement, and requiring special training. AAs are potentially more equitable in accommodating learning styles and acknowledging multiple ways of demonstrating competence. Adult educators find AAs especially appealing as an alternative to the problematic use of standardized tests with adults. Vocational education has a long tradition of activity-based learning and product assessment. Characteristics of good AAs include the following: engaging, meaningful, worthy problems or tasks; real-life applicability; emphasis on product and process; rich, multidimensional, varied formats; opportunities for learner self-evaluation; and fairness in scoring procedures and their application. Collaboration among teachers, employers, community members, and students is essential for the design of high quality AAs. Contains 12 references. (YLB) influenced by context. Thus, the barriers to caring for friends and family differ from those in caring for strangers. The recurrent theme of "nothing" as a barrier in caring for self and friends and family reflect a strong sense of self-preservation and strong bonds between self and intimate others. As one moved farther away from self and intimate others, the barriers to caring changed to reflect the context. Other results are discussed. Contains 12 references. (RJM)

ED 381 707   CG 026 182

Hiebert, Bryan
Moving to the Future: Outcome-Based Comprehensive Guidance and Counselling in Alberta Schools.
PUB DATE- 94
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Career Guidance; Children; *Comprehensive Programs; *Counseling Services; Elementary Secondary Education; Evaluation; Foreign Countries; Guidance; *Guidance Objectives; *Guidance Programs; Outcomes of Education; *School Counseling; Student Personnel Services
IDENTIFIERS- *Alberta; *Comprehensive Guidance; Guidance Materials

This monograph encourages counselors to embrace a comprehensive, programmatic approach to counseling by helping them develop their own versions of comprehensive guidance and counseling programs. The approach adopted here is based on some of the following assumptions: students need support as they strive to achieve their full potential, all students need developmental/preventive activities to help them manage crises, guidance and counseling is an integral program within the school curriculum and involves instruction as well as handling emergent/crisis situations, and much student behavior is observable and, therefore, can be measured as outcomes. Accordingly, this publication outlines the nature of an outcome-based approach and presents a model for outcome-based comprehensive school guidance and counseling. It describes the role of evaluation, provides sample student outcomes for each level of schooling, and gives an example of a counseling program plan. Also offered is an annotated list for further information and some sample monitoring forms and some informal evaluation tools. Although the approach described here is not simple to incorporate and requires considerable coordination, it should reduce the overlap of resources, provide more efficiency of service delivery, and will furnish greater accountability and increased impact on students' lives. (RJM) discussed are also applicable in establishing good relationships with friends, teachers, and boy/girl friends. The course is organized around three key principles that have been identified as major factors affecting success in marriage and other personal and social relationships. These principles are expressed as needs--the need for commitment, the need for communication, and the need for caring--and it is assumed that success in fulfilling these needs is more likely to be achieved through instruction in specific skills, and through guided practice in applying these skills, rather than as a natural outgrowth of maturation. Practicing specific skill development is considered of primary importance in the utilization of course materials. Course goals include empowering students to develop sound life management techniques. Individual lessons are structured to provide students with practice in identifying problems, in recognizing potential problems, in communicating and listening effectively, in responsible decision making, and in recognizing and respecting individual difference. Major goals include the strengthening of self-esteem, self-confidence, and self-love in participants. (RJM)

Critical Thinking. Fastback 385.
PUB DATE- 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; Definitions; Elementary Secondary Education; *Persuasive Discourse; Skill Development; Thinking Skills
IDENTIFIERS- Educational Issues

This fastback distills the essential features of critical thinking, as identified by prominent specialists in the field, and presents them in a way that is immediately usable in the classroom. After presenting a definition of critical thinking, the fastback discusses the necessary elements of critical thinking--dispositions, criteria, argument, reasoning, point of view, and procedures for applying criteria and judging. The fastback also presents an example of critical thinking in action and a discussion of using critical thinking. It addresses the trouble with critical thinking and discusses why critical thinking is so important. Contains 19 references and 11 resources for further study. (RS) eight control teachers continued with the "classical" method (consisting of having students read a text silently, noting difficult words, having the teacher define those words and ask questions to assess the amount of information recovered from the passage). Reading comprehension tests were administered to the students before and after instructional intervention. Results indicated that: (1) experimental teachers performed better than control teachers; (2) experimental teachers used a mixed bag of classroom techniques; (3) experimental classrooms engaged in more classroom interactions than control classrooms; and (4) both groups of students improved on their pretest performance, but the degree of improvement was more noticeable among experimental students than control students. Findings suggest that the 4P's model is more effective than the classical method of reading comprehension instruction. (Contains 28 references and nine tables of data.) (RS)

Whose Stories Are Validated?
PUB DATE- Mar 95
NOTE- 17p.; Paper presented at the National Council of Teachers of English Spring Conference (Minneapolis, MN, March 16-18, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childrens Writing; *Content Analysis; *Creative Writing; Elementary Education; Evaluation; *Females; *Males; *Sex Role; Writing Instruction
IDENTIFIERS- *Author Text Relationship; *Story Writing

Girls and boys write differently. Girls like to write about subjects close to home: self, friends, parents, teachers. Boys write about activities in the community beyond the home: technology, sports, policemen, firemen, war. Boys not only write about vigorous engagement but demonstrate it in the classroom where they tend to dominate while girls are more likely to be invisible. A study of second graders over an 8-month period of time supports the above generalizations and shows that teacher and peer responses to student writing can contribute to male dominance and female invisibility. After having heard several of Arnold Lobel's "Frog and Toad" stories, students wrote their own stories about frogs and toads. Analyses of the content of these stories demonstrates that boys write more about adventures and sports and girls write more about common experiences or relationships. Similar results were observed when children wrote stories on topics of their own choice. Interestingly, the writing process was different for boys and girls. Boys worked side by side, interested in what others were doing but anxious to produce work that distinguished them as individuals. Girls, on the other hand, produced stories on topics very similar; through their stories they participated in a kind of literary game that allowed them to be connected in a community while expressing their individuality. During critiques by the teacher and peers, the researcher observed that stories were evaluated according to largely male standards; girls' stories were considered boring because they did not involve conflict and adventure. (Contains 16 references.) (TB)

IDENTIFIERS- Authentic Assessment; *Student Centered Assessment

Sensing an urgency among faculty and administrators to design writing assessment programs, this book presents a programmatic approach to writing assessment that combines holistic scoring with a programmatic emphasis and on-going program evaluation. The program described in the book was successfully conducted with rising juniors at a rural university of just under 6,900 students and is generalizable to the extent that an institution is committed to undertaking a program of writing assessment. Each chapter in the book closes with questions designed to help faculty from across the curriculum develop their own assessment programs and notes on significant works in assessment. Chapters in the book are: (1) Decisions in Designing Writing Assessment Programs; (2) Writing Assessment: A Brief History of Twentieth-Century American Practices; (3) Toward the Measurement of Levels of Literacy; (4) Envisioning the Assessment Process; (5) Designing and Pretesting Prompts; (6) Administering the Assessment; (7) Selecting Sample Training Papers; (8) Administering the Reading; (9) Collecting, Analyzing, and Reporting Data; (10) The Junior Level Basic Writing Course; and (11) Closing Comments. Contains 202 references. (RS)

ED 381 809   CS 214 825

Burgess, Kirsten Anne, Comp.; Easley, Shirley-Dale, Comp.
A Window on the World: A Bibliography of Children's Literature.
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).
PUB DATE- Sep 93
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Annotated Bibliographies; *Childrens Literature; Conflict; Cultural Differences; Elementary Secondary Education; Family (Sociological Unit); Folk Culture; Foreign Countries; *Global Approach; Racial Discrimination; Sex Discrimination
IDENTIFIERS- *Trade Books

Presenting works which best elicit emotional meaning and thus a personal understanding, and perhaps a social consciousness, of larger world concerns, this bibliography presents annotations of over 550 books on issues such as change, conflict, culture, discrimination (gender and racial), environment, family, individuality, and universal themes. Each listing in the annotated bibliography offers the title, author, geographical or cultural origin, issues raised, approximate age level (primary, elementary, intermediate, and upper), and a brief description. Where available, ISBN number and publisher's address are offered for each book in the annotated bibliography. Appendixes provide a listing of titles according to issues, addresses of publishers, and a World of Fiction Study Guide. (RS)

The Use of Mass Media for Health and AIDS Information among Chinese College Students.

PUB DATE- Jul 94

NOTE- 32p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *College Students; Communication Research; Foreign Countries; Health Education; *Information Sources; *Mass Media Role; Periodicals; *Student Attitudes; Student Surveys

IDENTIFIERS- *China; Focus Groups Approach; *Health Communication; Media Coverage; Xiamen University (China)

Western health officials believe that the incidence of HIV infection in the People's Republic of China is much higher than has been reported, but knowledge about the disease remains low. A preliminary study of Chinese college students' knowledge and beliefs about Acquired Immune Deficiency Syndrome (AIDS) and of the acceptability of mass media for AIDS education was conducted. Focus group interviews of 73 Xiamen University students showed that they used radio more consistently than any other media and viewed magazines as the best media source of health information. However, they expressed a general distrust of the health information that the media offer. The students possessed quite a bit of accurate information about AIDS but also harbored many inaccurate beliefs. Most felt that their personal risk from AIDS was very low because they felt distanced--either geographically or morally--from those at risk. A disturbing number felt that fate, not individual behavior, determines whether or not a person contracts HIV. (Contains 30 references and 4 notes). (Author/NKA)

home schooling. It is primarily opposed by professional educators' unions and associations; however, the parents' right to homeschool their children is generally upheld by the American Civil Liberties Union, most state legislatures, and the majority of respondents to a Gallup poll. (LMI)

ED 381 850   EA 026 548

Hanushek, Eric Alan; And Others
Making Schools Work: Improving Performance and Controlling Costs.
PUB DATE- 94
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Cost Effectiveness; Costs; Educational Assessment; *Educational Economics; Educational Improvement; Efficiency; Elementary Secondary Education; Expenditures; Incentives; Performance; *Program Effectiveness; *Program Evaluation; Resource Allocation; *School Restructuring

This book is the culmination of extensive discussion among a panel of economists led by Eric A. Hanushek. The panel argues that improvement of schools depends more on better uses of resources than on the provision of added funds. The book outlines a plan to improve school performance without increasing expenditures. Specifically, it calls for more efficient use of resources, greater performance incentives, and continuous learning and adaptation. Rather than spending more, schools must learn to consider tradeoffs among programs and operations and must evaluate performance and eliminate programs that are not working. Chapter 1 explains the need for budget-neutral school reform and the rationale for the book's recommendations. Chapter 2 examines the economic returns gained from educational investment over time. The third chapter traces the history of public educational expenditure and its relationship to student performance. Economic principles for making decisions about the allocation of economic resources are explained in the fourth chapter. Chapter 5 examines the way that decisions about programs have been made in schools, and it finds that school administrators hinder change in a variety of ways. Two tests to evaluate school programs are described. The sixth chapter focuses on administrative structures designed to create incentives for each school to find and adopt those reforms best suited to its individual situation. Suggestions for assessing and measuring school performance are offered in chapter 7. The concluding chapter offers recommendations for educational improvement, describing what is missing in the current system, the costs of reform, and new roles and responsibilities. A total of 5 tables, 10 figures, and 13 text boxes are included. (Contains 228 references.) (LMI)

(ED), Washington, DC.
PUB DATE- May 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Role; Cooperative Learning; Educational Innovation; Elementary Secondary Education; *Heterogeneous Grouping; Integrated Curriculum; *Mixed Age Grouping; *Nongraded Instructional Grouping; *Nontraditional Education; *Teacher Improvement
IDENTIFIERS- ERIC Digests

Multiage grouping and related instructional practices are being implemented with increasing frequency in classrooms across the nation. If implementation is carefully and knowledgeably planned, these innovations offer promising alternatives to traditional graded educational practices. This digest briefly describes issues to be considered before implementing such changes. It outlines what teachers and administrators need to know, the principal's role, organizational changes to be made ahead of time, and the importance of sufficient time and money. For example, schools that institute multiage grouping must also change their methods of instruction and facilitate developmentally appropriate practices. In addition, effective multiage teaching is more time-consuming than age-graded teaching, and schools should anticipate hiring additional teachers or paraprofessionals. (LMI)

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; *Faculty Development; Organizational Development; *Professional Development; Scheduling; *Statewide Planning; *Teacher Improvement; *Time Management
IDENTIFIERS- *Indiana

This paper summarizes a study of professional development in Indiana and six other states and its connection to the provision of teacher time. The study examined state provisions for professional development in Florida, Georgia, Illinois, Indiana, Kentucky, Michigan, Ohio, and Washington. The states used different approaches to providing teacher time for professional development in their definitions of the school year, linkage to state reform goals, governance level, and funding. Experts agree that effective professional development must go beyond skills training to organizational development. An effective professional-development program is school-based and collaborative; uses coaching and other followup procedures; is embedded in the daily lives of teachers; and focuses on student learning and is evaluated in part on that basis. Such a program also requires the following conditions: advocacy-oriented leadership, resource and policy support, norms of collegiality and experimentation, and adequate time. Ten state-policy guidelines for making time available for professional development are outlined. Options for establishing a state system of teacher time for professional development are also described. It is recommended that Indiana educational policy: (1) provide state support in the form of person-days per full-time-equivalent (FTE) teacher; (2) make at least four person-days available per teacher; (3) allocate teacher time directly to the school; (4) require schools to develop a written 5-year strategic plan; (5) submit annual fiscal and performance reports; (6) provide state startup assistance to schools and a state infrastructure of policies and resources; and (7) provide state and local funding to individual schools. (LMI)

ED 381 908   EA 026 702

Magnet Assistance Program Enrollment and Participation Report.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 31 Jan 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Access to Education; Desegregation Plans; Elementary Secondary Education; Equal Education; *Magnet Schools; Outcomes of Education; *Racial Integration; *Voluntary Desegregation
IDENTIFIERS- Charlotte Mecklenberg Public Schools NC

This report recounts the enrollment and participation of minority and nonminority students in the Charlotte-Mecklenburg Schools (CMS) Magnet Program. The 1994-95 school year was the second year in which federal support was received. The magnet program is part of a 5-year Student Assignment Plan that seeks to eliminate racial isolation and to ensure that all students receive a quality and relevant education. Findings indicate that 14 of the 15 elementary magnet schools are racially integrated within CMS desegregation guidelines. Of the elementary schools with multiple magnet programs, 2 of the 13 programs are not yet within the guidelines. Of the secondary schools with multiple magnet programs, 10 of the 11 programs are within the guidelines. The enrollments at the nonmagnet schools have maintained their racial balance and have not been negatively impacted by the program. Magnet schools drew large numbers of both black and white/other students from all parts of the district. Changes since the previous year include the implementation of more assertive community-based and focused recruiting efforts; individual program reviews; fairer assessments of minority students for admission into the Academically Gifted Program (AG); and a summer enrichment program for minority students who were assessed as just below the cutoff score on the AG assessment instrument. Mechanisms to help retain minority students in the International Baccalaureate (IB) Magnet Programs at secondary schools include summer preparatory courses, mentoring activities, and inservice training for IB teachers. Ten tables are included. (LMI)

"Don't Test, Don't Tell" (Bill Zlatos). Model diagrams complete the report. (DB)

ED 381 928 EC 303 874

Parrish, Thomas B.; Montgomery, Deborah L.
The Politics of Special Education Finance Reform in Three States. State Analysis Series.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 95
NOTE- 38p.; For related documents, see EC 303 875-876.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Change Strategies; *Disabilities; Educational Change; *Educational Finance; Educational Legislation; *Educational Policy; Elementary Secondary Education; *Finance Reform; *Politics of Education; State Legislation; State Programs
IDENTIFIERS- *Funding Formulas; Oregon; Pennsylvania; Vermont

This paper examines the politics of special education finance reform in three states (Oregon, Pennsylvania, and Vermont) that have enacted substantial legislative change within the past 5 years. These case studies were extracted from presentations made by the three state directors of special education at a 1994 conference. Each case study includes two sections. The first section provides a brief description of the history and rationale for change in each state and an overview of the current formula. The second section comprises each state director's description of how change was accomplished and the lessons learned that pertain to the politics of special education finance reform. Following the three state profiles is a series of questions accompanied by the directors' replies. Several common elements for successful reform emerge from the three studies. These include: (1) the importance of timing in overcoming contrary pressures and successfully implementing special education finance reform; (2) the importance of public relations in successfully legislating reform; (3) the need for an understanding and resolution of the politics of the situation; and (4) the need for postreform evaluative data. (Contains 15 references.) (DB)

children. The following 15 readings are included: "To Play or Not To Play? A History of Recreation in America" (Carla E. S. Tabourne et al.); "Why Is Inclusive Recreation Important?" (Stuart J. Schleien et al.); "Why Is a Family Focus Imperative to Inclusive Recreation?" (Jennifer Mactavish); "Working Together for Programs of Quality" (Leonard Weiss et al.); "Focusing on Families as the Point of Service" (Jennifer Mactavish and Linda A. Heyne); "Getting Action by Taking Action: Parent Advocacy" (Maurice K. Fahnestock and Jonathan A. Balk); "Building Relationships and Friendships through Recreation" (Linda A. Heyne); "Paving the Road to Inclusion with Cooperation" (John E. Rynders); "Emphasizing Abilities across the Lifespan--Why Bother?" (Carla E. S. Tabourne and John E. Rynders); "Family Focus Groups in the Dowling School Friendship Program" (Linda A. Heyne); "Customer Service Builds Better Programs: Bloomington Parks & Recreation" (Maurice K. Fahnestock and Crystie Dufon); "After School...What Do You Do? Minneapolis Y-MAP" (Jonathan A. Balk et al.); "Family-Centered Recreation Programs: The Pallina Club & Family Rec Connections" (Kathy Strom); "Mixing Kids & Seniors at the JCC Intergenerational Program" (Linda A. Heyne et al.); and "Inclusion in Community Leisure Services" (Stuart J. Schleien). (Each paper contains references.) (DB) youths' treatment plan goals and strategies. Appendices include the social skills training knowledge test and scores, the content analysis coding scheme and results, an outline of the practicum weekly implementation plan, and outlines of the inservice training plans. (Contains 34 references.) (DB)

ED 381 969 EC 303 916

Stauder, Maureen C.
Increasing Behaviorally Descriptive Language When Documenting Critical Incidents through Training of Line-Staff and Supervision.
PUB DATE- 94
NOTE- 63p.; Master's Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adolescents; *Behavior Problems; Child Caregivers; Children; *Critical Incidents Method; Documentation; *Emotional Disturbances; *Reports; Residential Care; Residential Institutions; *Staff Development; Supervision; *Training; Vocabulary
IDENTIFIERS- *Behavior Descriptions

This paper introduces a strategy for increasing the use of behaviorally descriptive language by child care workers in an intensive residential treatment unit. The project's broader goal was to improve behavioral diagnosis and documentation of critical incidents. Critical incidents were commonly documented using inappropriate slang and jargon terms in place of informative, behaviorally descriptive language. A 6-hour training session was conducted with child care workers (N=20) and their supervisors (N=2), including a didactic presentation, role playing exercises, and a post-test. Intensive follow-up services included content analysis of critical incidents and weekly meetings with child care supervisors. The use of behaviorally descriptive language was found to have increased substantially at the conclusion of the 10-week program implementation period, and staff were found to use descriptive language more effectively when completing critical incidents reports. Appendices contain a project implementation plan, a training outline, a post-test, and reporting forms. (Contains 12 references.) (Author/PB) intelligent. The paper suggests that the program be integrated into the health science curriculum and be reinforced in all other academic subjects. (DB)

ED 381 990   EC 303 946

Jitendra, Asha K.; Hoff, Kathryn E.
Schema-Based Instruction on Word Problem Solving Performance of Students with Learning Disabilities.
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Arithmetic; Elementary Education; Generalization; Instructional Effectiveness; *Learning Disabilities; Learning Strategies; Maintenance; *Mathematics Instruction; *Problem Solving; *Schemata (Cognition); Teaching Methods; *Word Problems (Mathematics)
IDENTIFIERS- Direct Instruction

This study examined the effects of a schema-based direct instruction strategy on the addition and subtraction word problem solving performance of three third- and fourth-grade students with learning disabilities. An adapted multiple probe across subjects design was used. The intervention involved training students to distinguish "change," "group," and "compare" problems and to label problem components using schemata diagrams for these problem types. Results indicated that the intervention was successful in increasing the percentage of correct word problems for all three students. In addition, maintenance and generalization of word problem solving was seen 2 to 3 weeks following the study. Student interviews also indicated that the strategy was beneficial. Contains seven references, three figures, and two tables. (DB)

Holmes); "IT Information Technology Enhancing Learning" (Jim McElwee); "Reluctant Learners - You Can Do It!" (Peter Shaw); "Providing Contexts: Drama with Pupils with Severe Learning Difficulties" (Melanie Peter); "Languages for the Hearing Impaired" (Cornwall County Audiology Service); "Languages for the Visually Impaired" (Valerie Price); and "Collaboration - Professional Development" (Alma Mellaoui). Appended materials include suggested procedures for embarking on a language instruction program, an example of curriculum planning for a French unit on clothing, and recommended sources of further information. (MSE)

ED 382 011   FL 022 907

Caflisch, Jacob, Sr.
Passive Continua and the ESL Instructor of Composition.
PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; *English (Second Language); *Grammar; *Language Patterns; Linguistic Theory; Second Language Instruction; *Teacher Attitudes; *Verbs; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Passives; Passive Voice

A discussion of passive verb forms and the passive voice attempts to explain the nature of passives and to offer composition teachers some reference points for teaching them. Twelve arguments are proposed to explain resistance to the teaching of passives; each is termed a continuum in order to help assess understandings and attitudes. The 12 contexts in which passives are considered are those of: protocol (acceptance or popularity); verb transitivity; asymmetry or morphological forms; features used to compose the structures in discourse texts; quantification; a content continuum for the semantics field; contextual compatibility; style and markedness; the filtering of information by composition teachers; whether or not voice is context-free; transfer or non-transfer from other languages, in the case of instruction in English as a Second Language; and topicalization versus focalization. (Contains 40 references.) (MSE) variances, covariances, and variable uniqueness all differed significantly across groups. The differences found have implications for test development as well as for the use and interpretation of scores in language proficiency testing. Contains 25 references and 4 tables. (Author)

ED 382 032 FL 022 955

Edwards, J. David
Reform or Recidivism: Languages' Future.
PUB DATE- Feb 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Trends; Elementary Secondary Education; *Federal Aid; *Federal Legislation; *Futures (of Society); *Second Language Instruction; *Second Language Learning

This brief report discusses the future of language education in light of recent actions taken by the 104th Congress, driven by the "Contract with America," to balance the budget and eliminate the deficit. Such actions challenge federal funding for education reform, Goals 2000, and content standards. It is concluded that after a decade of growth and success culminating in the inclusion of foreign languages in the "core" subject areas of Goals 2000, but also evidenced in the Foreign Language Assistance Act, the National Security Act, the new International Education Act, increased educational exchanges in the United States Information Agency, more support for foreign languages in the National Endowment for the Humanities, and a fourfold increase for foreign languages in higher education, languages could easily find themselves back in the situation of the 1970s when they received little attention. (JL)

PUB DATE- 4 Mar 95

NOTE- 33p.; Paper presented at City University of New York ESL Council Conference (New York, NY, March 4, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Correctional Education; *English (Second Language); Hispanic Americans; Learning Motivation; *Literacy Education; Second Language Instruction; Spanish Speaking; *Student Attitudes; Student Characteristics; Womens Education

IDENTIFIERS- *Hispanic American Students

A study investigating the factors most important in creating and maintaining English-as-a-Second-Language (ESL) programs for Hispanic women in prison is reported. The study was undertaken by an ESL teacher who was also an inmate in a maximum security women's correctional institution. Introductory sections describe the prison, inmate population, history of educational programs, and development of the ESL class. The study's methodology is then outlined. The researcher, a Hispanic woman, inmate, and ESL teacher, drew data from her own and assistant tutors' journals concerning ESL instruction, interviews in Spanish with 9 students, and student portfolios. Analysis focused on the roles of self-esteem, motivation, educational history, peer influence, and attitudes toward learning in student success. Two major patterns emerged: (1) Hispanic women with greater motivation, higher self-esteem, longer native-language educational preparation, and more positive attitudes toward learning were attracted to classes that allowed them to further linguistic skills and prepare for more advanced learning, and (2) by participating in humanistically-organized ESL classes where their opinions, values, ideas, and emotions were considered, they were treated with respect and understanding, and they learned from their peers, Hispanic women inmates further improved their motivation, self-esteem, and attitudes toward learning. Implications are discussed and recommendations made for prison teachers and administrators. Contains 26 references. (MSE) (Adjunct Clearinghouse on Literacy Education)

of FFELP goals. Guidelines for school participation in the program, such as loan default rates, are included. (MDM)

ED 382 077 HE 028 264

DOD Service Academies: Academic Revi w Processes. Report to Congressional Requesters.
PUB DATE- Apr 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Achievement; *Academic Failure; Expulsion; Higher Education; *Military Schools; *Review (Reexamination); *School Policy; Student Evaluation; Student Promotion
IDENTIFIERS- Air Force Academy CO; Military Academy (West Point) NY; Naval Academy MD

This report examined the academic review processes at the three Department of Defense service academies, describing how the academies use these processes to review cases of students who have not met academic performance standards. Based on interviews with academy officials and relevant documents, it outlines the review processes in place at the Military Academy, Naval Academy, and Air Force Academy to evaluate cases of academically deficient students and prescribe dispositions for each case. Dispositions range from requiring an individual to repeat a failed course to disenrollment from the academy. Before a student is disenrolled, at least one academic review group evaluates the case. Students may present statements on their behalf during the review process. (MDM)

This book discusses changes in United Kingdom universities such as, expansion, diversification and revised expectations and their impact on university organization. The key dilemma is felt to be how to recover and nurture a shared sense of purpose between those who manage and those who deliver a curriculum under social and economic pressure. The book elaborates on the concerns and interests of all stakeholders and suggests practical ways to meet these concerns. Part 1, "The Changing Context," presents three papers with the following titles and authors: "Setting the Scene" (Peter Scott and David Watson); "Managing the Curriculum: Roles and Responsibilities" (Peter Scott and David Watson); and "Changing the Subject: The Organization of Knowledge and Academic Culture" (Robin Middlehurst and Ronald Barnett). Part 2 is titled "Managing the University: Institutional Heads" and includes "The Institutional Compact" (Roger King) and "Living with Ambiguity: Some Dilemmas of Academic Leadership" (David Watson). Part 3, "Managing the Curriculum: Middle Managers and Lecturers," provides three papers: "Educational Development" (Dai Hounsell); "A Course Leader's Perspective" (Mary M. Haslum); and "Curriculum Change and Professional Identity: The Role of the University Lecturer" (Jean Bocock). The final section, "Facing the Future," offers a paper titled "Common Cause: Prospects for Renewal" (Jean Bocock and David Watson). (Each paper contains references.) (JDD)

ED 382 099 HE 028 300

Middlehurst, Robin
Leading Academics.
PUB DATE- 93
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Administration; Context Effect; Foreign Countries; Higher Education; *Leadership; *Leadership Qualities; *Leadership Responsibility; Leadership Training; Universities
IDENTIFIERS- *United Kingdom

This book aims to increase the level of interest and understanding of leadership within the academic context and to demonstrate the relevance of leadership for contemporary United Kingdom universities. The book considers the concept of leadership and its appropriateness and usefulness for nonprofit professional organizations such as universities, the nature of academic institutions and their external environments, the impact of university traditions of individual autonomy and consensus decision making on the successful exercise of leadership, and the relevance of leadership models developed in other contexts. Chapters of the book focus on: (1) concept of leadership in popular and analytical terms; (2) leadership within an organizational setting; (3) nature and relevance of leadership in universities; (4) two key leadership roles--Vice Chancellor and the Head of Department; (5) collective leadership within senior management groups; (6) opportunities for leadership at the individual level among all members of staff; (7) relationship between leadership and learning; (8) leadership development in universities; and (9) challenges for academic leadership in the future. (Contains approximately 330 references.) (JDD)

ED 382 100 HE 028 301

Smyth, John, Ed.
Academic Work: The Changing Labour Process in Higher Education.
PUB DATE- 95
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrative Organization; College Administration; *College Faculty; College Instruction; Educational Change; Equal Opportunities (Jobs); *Financial Problems; Foreign Countries; Government Role; *Government School Relationship; Higher Education; Labor Market; *Teaching (Occupation); *Work Environment
IDENTIFIERS- Australia; Canada; United Kingdom; United States

This collection of papers examines what academics do as a work process and how that is changing dramatically with the fiscal crises being experienced by most governments around the world. It explores how academic work is organized, how it is enacted, in whose interests, and with what ultimate effects. Papers include: "Markets in Higher Education: Australia" (Simon Marginson); "States, Economies and the Changing Labour Process of Academics: Australia, Canada and the United Kingdom" (Henry Miller); "Canadian Universities and the Impact of Austerity on the Academic Workplace" (Howard Buchbinder and P. Rajagopal);

ED 382 119 HE 028 320

Restructuring Engineering Education: A Focus on Change. Report of an NSF Workshop on Engineering Education.
PUB DATE- Apr 95
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *College Curriculum; *College Faculty; *College Students; *Educational Change; *Engineering Education; *Experiential Learning; Higher Education

This document integrates reports, perspectives, and concerns from four major discussion groups that participated in a June 1994 workshop on restructuring engineering education. Discussion groups focused on four topics--students, faculty, curricula, and experiential learning. Four major recommendations emerged from the meeting: (1) engineering education must encourage multiple thrusts for diversity; (2) engineering education needs a new system of faculty rewards and incentives; (3) assessment and evaluation processes must encourage desired expectations for both faculty and students; and (4) the changes needed for engineering education require comprehensive change across the campus, not just in the engineering college. Background information on change and restructuring is presented to support the recommendations. Appendices include: the workshop agenda, an interpretive summary of six keynote addresses, a list of workshop participants, a summary of key issues, and summaries of background documents. (DB)

ED 382 120 HE 028 321

State University of New York at Albany--Financial Management Practices. Report 94-S-85.
PUB DATE- 25 Apr 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accounting; Expenditures; *Financial Audits; Higher Education; Income; *Money Management; *School Accounting; *State Universities
IDENTIFIERS- New York; *State University of New York Albany

This report is the result of an audit of selected financial management practices of the State University of New York (SUNY) at Albany for the period April 1, 1992 through July 31, 1994. The audit addressed the following practices: cash, payroll, purchasing, revenue accounting, accounts receivable, and computer contingency plans. The report concludes that SUNY Albany has, in general, established effective controls over its resources. Improvement opportunities are, however, identified in the following areas: payroll changes to ensure that paychecks are not generated erroneously; purchasing practices; cash controls; and computer center contingency planning. Comments by SUNY officials generally concur with most of the report recommendations. After an introduction summarizing the audit's findings, a section is dedicated to each of the major areas investigated. Appendices list major contributors to the report and present the comments of SUNY officials. (DB)

ED 382 121 HE 028 322

ED 382 139 HE 028 340

Hester, Paul H.
A Contextual Analysis of Classroom Interaction at the University Level: An Operations Research Approach.
PUB DATE- 11 Nov 94
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Classroom Observation Techniques; Classroom Research; *College Faculty; Context Effect; Graduate Students; Graduate Study; Group Dynamics; Higher Education; *Interaction Process Analysis; *Operations Research; Qualitative Research; *Teacher Role; Teacher Student Relationship

This study sought to demonstrate how an interactive model can be used as a "semiotic" tool to reconcile contrasting views of the role of the college professor. The study used concepts of group dynamics to study classroom leadership, climate, and expectations and a social-psychological perspective was used to analyze group interaction patterns as they were phenomonologically described. The study used a case study approach employing descriptive statistics. Subjects were 22 graduate students enrolled in an Introduction to Education Administration course. In Phase 1, they were trained as participant observers, given a course syllabus with objectives, a list of students, forms for recording their classroom responses, and a time sheet to record how many hours they studied each week. In Phase 2, data from tools distributed to the subjects were collected and tabulated weekly for 10 weeks. In Phase 3, the data were analyzed. Findings showed that a research and teaching strategy could be used to reconcile the polarity which exists when professors at higher education institutions see a conflict between the dual roles they are expected to perform--as teachers and researchers. (Contains 25 references.) (JB)

ED 382 140 HE 028 341

Shehane, Donna R.; And Others
Admission Significance Parameters of the Radiologic Technology Program.
PUB DATE- Nov 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Admission Criteria; *Allied Health Occupations Education; Allied Health Personnel; *College Admission; College Applicants; *Grade Point Average; Higher Education; High Risk Students; *Interviews; Prediction; *Radiologic Technologists; Radiology
IDENTIFIERS- *East Tennessee State University

This study was conducted in the radiologic technology department of East Tennessee State University to determine if existing

ED 382 159 IR 017 090

Schlosser, Charles A.; Anderson, Mary L.
Distance Education: Review of the Literature.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Background; Communication (Thought Transfer); *Distance Education; Educational Administration; *Educational Research; *Educational Theories; Elementary Secondary Education; Instructional Development; Interaction; *Literature Reviews; Nontraditional Education; Program Evaluation; School Personnel

This document provides an overview of the current literature on distance education. A historical perspective and definitions associated with distance education are presented in the first section. The following theories are also discussed: independence and autonomy; industrialization of teaching; and interaction and communication. A synthesis of existing theories and a theoretical framework for distance education is also offered. A review of the research on distance students and distance education systems is highlighted in the second section. Operational issues are examined in the third section: management and administration; personnel; programming; and facilities. Summaries and references are included at the end of each section. Contains 357 references. (AEF)

ED 382 160 IR 017 091

Barron, Ann E.; Orwig, Gary W.
New Technologies for Education: A Beginner's Guide. Second Edition.
PUB DATE- 95
NOTE- 276p.; For earlier edition, see ED 364 202.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Uses in Education; *Educational Media; Educational Resources; *Educational Technology; Elementary Secondary Education; Instructional Systems; Interactive Video; Local Area Networks; *Multimedia Instruction; Optical Disks; Telecommunications; Teleconferencing
IDENTIFIERS- Digital Audiotape; Digital Video Interactive; Internet

In the midst of an information explosion, it is increasingly important for educators and students to learn how to effectively use new technologies. Technologies impacting education are examined, including school LANs (Local Area Networks), the Internet, and multimedia, and the best use of these technologies in an educational setting is demonstrated. Compact disc, interactive videodisc, digital audio, digitized video, hypermedia, local area networks, telecommunications, and teleconferencing are examined. For each technology, advantages and disadvantages, educational applications, and implementation techniques are considered. Contact information about software and hardware vendors, lists of appropriate reference materials, and a glossary of terminology are offered. Chapters have been

ED 382 178 IR 017 115

Radlick, Michael

Where Are We? A Status Report on Technology in New York State Public Schools. 1994-1995 School Year.

PUB DATE- May 95

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Comparative Analysis; Computer Uses in Education; *Educational Technology; Educational Television; Elementary Secondary Education; Expenditures; *Microcomputers; *Public Schools; Video Equipment

IDENTIFIERS- Access to Computers; *New York; *Student Computer Ratio

Technology tools are critical to the restructuring of teaching and learning. This report describes the level of access and degree of use of technology in New York State public schools, and is based on the most current information available. It provides a point of reference for New York relative to the information presented in the Office of Technology Assessment's national report. The number of microcomputers in schools has steadily increased over the past 10 years, and comparisons are made on the number of "old" and "new" computers. The 1994-95 school year ratio of students to microcomputers of 10.3 to 1 reflects a significant change from the 1985-86 ratio of 24 to 1, and a slight decrease from the 1993-94 ratio of 11.1 to 1. Data indicates that student computer use has increased slightly, but that teacher use of both computers and televisions for classroom instruction has decreased. Of the total 1992-93 school expenditures of more than $21 billion across 717 public school districts, $360 million was spent on technology. Three tables present New York state's ranking relative to the other 49 states and the District of Columbia in terms of the level of access or availability of different computer and video technology resources: computers; CD-ROMs; LANs (Local Area Networks); modems; video disk players; VCRs; video tapes; cable TV; and satellite. (MAS)

ED 382 179 IR 017 116

Radlick, Michael

Technology Expenditures in New York State Schools. An Analysis of Expenditure Data from 717 School Districts.

PUB DATE- 7 Dec 94

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Computer Assisted Instruction; Computers; *Data Analysis; *Educational Technology; Elementary Secondary Education; *Expenditures; Financial Support; *Public Schools; Tables (Data)

IDENTIFIERS- Access To Computers; Boards of Cooperative Educational Services; *New York

For technology to make a difference in transforming teaching and learning in schools, it must be accessible to students and teachers. This access is predicated on the expenditure of funds to initiate and support the technology investment. This article summarizes the analysis of the 1992-93 financial data reported to the New York State Education Department by all public school

ED 382 198 IR 055 478

Katz, Bill, Ed.; Katz, Linda Sternberg, Ed.
Magazines for Libraries: Eighth Edition.
PUB DATE- 95
NOTE- 1,268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Libraries; Elementary Secondary Education; Higher Education; Library Collection Development; *Library Material Selection; *Media Selection; *Periodicals; Publications; Public Libraries; Scholarly Journals; School Libraries; *Selection Tools; Special Libraries

Today, as the needs of libraries change and librarians face shrinking budgets, selecting the best periodicals from over 147,000 possibilities becomes ever more difficult. This guide simplifies the task by offering the guidance of 150 experts who have screened and evaluated the universe of periodicals to produce this annotated list of approximately 7,000 selections considered essential to a library's collection. The guide is also a valuable research tool for patrons searching for particular or more esoteric titles. The selections included represent the best and most useful publications for the average public, academic, special, and school library. Annotations for each magazine and journal listed give critical descriptions of the best general interest, scholarly, research, and commercial publications. Each numbered entry includes data such as: title; name and location of publisher; price; available formats (on-line, CD-ROM, tape); where publication may be indexed; ISSNs for easier acquisition; and recommendation by subject experts. Introductory sections provide instruction on using the guide and a list of abbreviations used. Periodicals are organized under 145 broad subject classifications, and a title and detailed subject index are provided. (MAS)

ED 382 199 IR 055 479

Small, Ruth V.; And Others
Connecting Libraries and Schools Project (CLASP) Evaluation. Report #7. Final Report.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- Nov 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Programs; *Educational Cooperation; Elementary Education; Evaluation Methods; Evaluation Research; Institutional Cooperation; Library Services; Objectives; Program Evaluation; *Public Libraries; Research Reports; Success; *Users (Information)
IDENTIFIERS- *Connecting Libraries and Schools Project

This report represents a summary of the results of the evaluation of the Connecting Libraries and Schools Project (CLASP) conducted from February 1993 through October 1994. The purpose of the evaluation was to assess the degree to which CLASP was successful in reaching its three project goals: (1) to

ED 382 217 IR 055 512

Massis, Bruce E., Ed.; Vitzansky, Winnie, Ed.
Interlibrary Loan of Alternative Format Materials: A Balanced Sourcebook.
PUB DATE- 92
NOTE- 196p.; Also published as "Journal of Interlibrary Loan & Information Supply," v3 n1-2 1992.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Audiovisual Aids; Braille; Foreign Countries; *Interlibrary Loans; *International Programs; Large Type Materials; Library Catalogs; Library Materials; Questionnaires; *Reference Materials; *Shared Library Resources; Talking Books; Union Catalogs; *Visual Impairments

This document presents perspectives on, and a reference guide to internationally interlending materials in alternate formats (recordings, braille, large print). A questionnaire was sent to the world's known libraries serving the blind; results of the survey include specific lending information from 29 countries including: South Africa, Hong Kong, India, Malaysia, Singapore, Australia, New Zealand, Belgium, Denmark, Finland, Hungary, Iceland, The Netherlands, Norway, Poland, Portugal, Spain, Sweden, Switzerland, Turkey, United Kingdom, Yugoslavia, Saudi Arabia, Canada, United States, and Brazil. Highlights include institutions providing information services to the blind and print handicapped; union lists and library catalogs for accessing library material; links and cooperation between different institutions; interlibrary loan (ILL); resource sharing; how to borrow talking books; national library initiatives; interlibrary loan and document supply resolutions; the philosophy behind international interlending and implications for the visually-handicapped; current access and a call for a common forum for audio books interlending; the United States Library of Congress, National Library Service for the Blind and Physically Handicapped and the sale, loan, and gift of special media materials among libraries; problems of interlending audiovisual materials; international interlending of special format materials for disabled persons; a list of responding nations with no ILL system who wish to interlend in the future; a ready-reference guide of contact points for ILL in alternate formats; and sample ILL forms. The questionnaire is presented and a discussion on planning and executing the project is included. Appendices provide eligibility criteria for the physically handicapped and a sample permission request to lend form. (AEF)

ED 382 218 IR 055 513

Hawthorne, Pat, Ed.; Martin, Ron G. Ed.
Planning Additions to Academic Library Buildings: A Seamless Approach.
PUB DATE- 95
NOTE- 64p.; Based on a program sponsored by the Buildings for College and University Libraries Committee of the Buildings and Equipment Section, a section of the Library Administration and Management Association.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)

ED 382 236 JC 950 192

Smilkstein, Rita
The Natural Process of Learning and Critical Thinking.
PUB DATE- 89
NOTE- 7p.; "Gamut" published by Seattle Community College District (Washington).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Critical Thinking; *Educational Strategies; *Learning Experience; *Learning Processes; *Learning Theories; Two Year Colleges

Community college students (unless cognitively or emotionally impaired) have an innate learning system or process which makes it possible to do abstract and critical thinking in all their classes. Over an 8-year period, informal research has been conducted with approximately 1,000 low- and high-achieving students, and faculty in classrooms, faculty development workshops, and conferences. Student groups were asked to think of something they knew how to do very well, and describe in writing what they went through acquiring their skill level. Then, in groups of three or four, students read their processes to each other to see whether there are any similarities in how they learned. Finally, the group as a whole developed a list of the stages of the learning process that was applicable to all of the different skills. For every group of faculty and for every group of students, whether developmental or advanced, all arrived at an approximation of the following list of stages: (1) motivation; (2) beginning practice; (3) advanced practice to build a foundation upon which control, creativity, and critical and abstract thinking can be applied; (4) skillfulness; (5) refinement; and (6) mastery. One of the most important insights gained from this research is that people learn by making and correcting their own mistakes. Learners cannot start to apply creatively or think critically about a new skill until there has been a sufficient quantity of personal practice and trial and error learning. Only after students have acquired that proper foundation, can they begin to benefit from teachers' lectures. If this natural learning process is followed, people can learn to high levels of critical and creative thinking. (KP)

ED 382 237 JC 950 193

Smilkstein, Rita
A Natural Teaching Method Based on Learning Theory.
PUB DATE- 91
NOTE- 7p.; "Gamut" published by Seattle Community College District (Washington).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Constructivism (Learning); Critical Thinking; Educational Strategies; Learning Experience; *Learning Processes; *Learning Theories; *Schemata (Cognition); *Teaching Methods; Two Year Colleges

The natural teaching method is active and student-centered, based on schema and constructivist theories, and informed by research in neuroplasticity. A schema is a mental picture or understanding of something we have learned. Humans can have

ED 382 254 JC 950 237

Seppanen, Loretta
Transfer Rates for Washington Community Colleges. Research Report No. 94-6.
PUB DATE- Aug 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; *Ethnic Groups; Multivariate Analysis; National Surveys; *Research Methodology; State Norms; *Transfer Students; Two Year Colleges
IDENTIFIERS- *Transfer Assembly; *Transfer Rates (College); Transfer Studies; Washington State Community College System

A study was conducted by the Washington State Board for Community and Technical Colleges (SBCTC) to examine transfer rates for state community colleges using methodology developed by the national Transfer Assembly (TA) and analyses conducted by the SBCTC. While the TA examines outcomes for students with no previous college credit who complete at least 18 quarter credits and transfer to a state public institution after 4 years, the SBCTC analysis excludes students who started college in Adult Basic Education, English as a Second Language, and high school or equivalency programs, and includes transfers to independent institutions. Data for the cohort entering in 1988 indicated the following: (1) according to TA data, Washington had an overall transfer rate of 24%, slightly higher than the national average of 23%; (2) this TA transfer rate varied by college, with a high of 38% at Wenatchee Valley Community College to a low of 10% at South Seattle Community College, a college with a primarily workforce training mission; (3) TA outcomes by race ranged from 13% for African Americans to 30% for Asian/Pacific Islanders; (4) including transfers to independent institutions in the analysis raised the Washington transfer rate to 32%, while removing the 18 quarter credits requirement lowered it to 13%; and (5) of the total cohort, only 40% completed 18 credits in 4 years, indicating that early attrition at community colleges accounts for transfer rates that are lower than might be expected. (KP)

ED 382 255 JC 950 238

Seppanen, Loretta
Job Placement Rates for Graduates of Washington Community and Technical College Vocational Programs. Research Report No. 94-7.
PUB DATE- Sep 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- College Outcomes Assessment; Community Colleges; Data Collection; *Education Work Relationship; *Job Placement; *Outcomes of Education; State Surveys; Technical Institutes; Two Year Colleges; *Vocational Followup; *Wages
IDENTIFIERS- Washington State Community College System

Each year, the Washington State Board for Community and Technical Colleges (SBCTC) compiles data on educational and job related outcomes for graduates of vocational preparation programs. The automated data matching procedure examines state unemployment insurance and benefits records, public post-secondary

ED 382 273 JC 950 258

Boughan, Karl
Tracking Student Progress at PGCC: Basic Findings of the 1990 Entering Cohort, Four Year Academic Outcomes Analysis. Enrollment Analysis EA95-7.
PUB DATE- Jun 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Cohort Analysis; *College Outcomes Assessment; College Transfer Students; Community Colleges; Dropouts; *Ethnic Groups; Longitudinal Studies; School Holding Power; Student Attrition; Student Characteristics; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- Prince Georges Community College MD

Prince George's Community College, in Maryland, has developed a typology of student academic outcomes which takes into account the possibilities inherent in an open enrollment student body. The outcomes in the typology are award and transfer; transfer/no award; award/no transfer; traditional achievers, a summary of these three outcomes; sophomore status in good standing; all achievers, combining traditional achievers and sophomores; persisters, or those still enrolled but not falling into the achiever categories; achievers/persisters; other exiters, or dropouts; and special motive students who had indicated a short-term goal. An application of this typology to the cohort of all 2,643 first-time students who entered in fall 1990 revealed that after 4 years: (1) 28% were classified as achievers; (2) 16% proved to be traditional achievers, with 2% earning awards and transferring, 4% earning only an award, and 10% transferring without an award; (3) 13% were sophomores in good standing, while another 7% were persisters; (4) 65% were classified as other exiters, while 10% were classified as special motive students; (5) when general success rates were calculated for various demographically defined sub-cohorts, Asians, Whites and foreign students tended to out-achieve African-Americans and Hispanics; and (6) students most likely to receive achiever status were those with stated transfer motives, non-developmental students, those averaging 9 credit hours per major term, and those pursuing core transfer or technical professional degree programs. (KP)

ED 382 274 JC 950 259

Clagett, Craig A.
Implementing Successful Enrollment Management: A Conceptual Framework and Two Examples.
PUB DATE- 19 Jun 95
NOTE- 29p.; Paper presented at the Annual Summer Institute on Institutional Effectiveness and Student Success (7th, Tacoma, WA, June 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Enrollment Influences; *Enrollment Management; *Environmental Scanning; *Information Systems; Longitudinal Studies; Minority Groups; *Policy Formation; Predictor Variables; School Holding Power; School

ED 382 291 JC 950 277

Ellefson-Kuehn, Julie; And Others
Follow-Up Study of Former Chemistry Students. Volume XXIII, No. 7.
PUB DATE- Jun 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Chemistry; *College Transfer Students; Community Colleges; *Employer Attitudes; Followup Studies; Occupational Information; *Participant Satisfaction; Questionnaires; Two Year Colleges; Two Year College Students
IDENTIFIERS- William Rainey Harper College IL

A study was conducted at William Rainey Harper College (WRHC) in Illinois to follow former students who had taken one of nine different chemistry courses at WRHC between 1989 and 1993, and to survey area employers who were thought to hire employees with a chemistry background. Surveys were mailed to 853 students and 60 area employers. Study findings, based on responses from 55% of the students and 50% of the employers, included the following: (1) only 35% of the students took additional chemistry courses after transferring from WRHC, with the most commonly taken courses being organic chemistry, biochemistry, and general chemistry; (2) 38% of the transfer students majored in health-related areas, 23% in science, 13% in engineering, 9% in business, and 6% in social science; (3) 72% took the chemistry course(s) at WRHC because it was a degree requirement, and of these 81% felt they were well prepared by chemistry for their program; (4) 86% indicated that they were satisfied with their chemistry courses at WRHC, with 75% of the transfer students indicating that they had been at least well prepared for their subsequent chemistry courses; (5) 46% of the companies (N=14) surveyed had some positions requiring a chemistry background; (6) employers predicted a flat demand for employees with a chemistry background over the next few years; (7) six of the responding companies indicated a need for employees with additional background in instrumentation, three companies said their employees needed training in environment chemistry, and two companies indicated that their employees needed more background in biochemistry. The survey instruments are included. (KP)

ED 382 292 PS 021 656

Secules, Teresa; Neisser, Ulric
Mother/Child Interaction in Reading and Telling: Are There Social Group Differences?
PUB DATE- Mar 93
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Child Language; Educational Attainment; Mothers; *Parent Child Relationship; *Parents as Teachers; *Racial Differences; Reader Text Relationship; *Reading Aloud to Others; *Social Differences; Socioeconomic Status; Toddlers; Whites
IDENTIFIERS- African Americans; Scaffolding

ED 382 310 PS 022 930

Austin, Terri
Changing the View: Student-Led Parent Conferences.
PUB DATE- 94
NOTE- 106p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; Classroom Environment; Grade 6; Intermediate Grades; Parent Participation; Parent Role; Parent Student Relationship; *Parent Teacher Conferences; *Portfolio Assessment; *Self Evaluation (Individuals); *Student Evaluation; *Student Responsibility; Teacher Role
IDENTIFIERS- *Alternative Assessment; *Student Led Activities

This book offers an alternative to the traditional teacher-parent conference by giving the responsibility for assessment to the students. As students reflect on their own learning, seek out the views of others, and prepare their own portfolios, they come to know themselves as learners. The process combines assessment, teacher research, parent involvement, and student-centered responsibility to encourage students to become active rather than passive learners. The book has six chapters. Chapter 1 discusses three concepts necessary for successful student-parent conferences: developing a classroom community, establishing communication, and building relationships. Chapter 2 outlines four steps to prepare for student-led conferences: identification of common values, portfolio assembly, teacher-student conference, and practice conference. Chapter 3 discusses the parent role, the student role, and the teacher role during the actual conference. Chapter 4 looks at post-conference reflections and comments and setting goals. Chapter 5 examines assessment management issues for teachers, such as subject integration, time, storage, and filing. The last chapter serves as a reference for teachers on the mechanics of the student-led conference, offering tips for managing each part of the process. Contains 24 references. (TJQ)

ED 382 311 PS 022 943

Howze, Kate
Improving Awareness of Youth and Family Issues through a Public Access, Cable Television Program.
PUB DATE- 93
NOTE- 107p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Change; *Cable Television; Child Welfare; *Community Programs; Counties; Local Government; Practicums; *Programming (Broadcast); Public Opinion; Public Support; Social Services; *Tax Allocation

A practicum project was designed to improve awareness among county residents of the needs of the county's children and families generally, and of the work of a county board governing a taxing district for children's services, specifically. The objective of the project was to alleviate misunderstanding about the nature of and the need for the Board's work at a time when a "no new taxes" attitude prevailed. The project developed

ED 382 331 PS 023 095

Scofield, Richard T., Ed.
School-Age NOTES. September 1993 through August 1994.
PUB DATE- 94
NOTE- 98p.; For volume 13, see ED 373 887.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Attention Deficit Disorders; Classroom Techniques; *Curriculum Development; *Day Care Centers; Discipline; Elementary Education; Grants; Holidays; *Instructional Materials; Newsletters; Play; Portfolio Assessment; *Professional Development; Program Development; *Program Improvement; *School Age Day Care; Standards; Summer Programs; Thematic Approach

These 12 newsletter issues provide educational resources to providers of school-age child care. Each eight-page issue may include several feature articles; activities that providers can use with children; descriptions of professional development activities and training programs; information on books, pamphlets, and other educational materials in the field; and a list of school-age care (SAC) conferences and training sessions. Featured topics include: (1) professional development and directors perspectives on staffing; (2) the pros and cons of allowing children to climb trees; (3) cooking activities for children; (4) ideas for fall holiday celebrations; (5) punishment; (6) a new model of professionalism for SAC; (7) the use of shared space in schools; (8) portfolio usage; (9) classroom discipline; (10) student rights and responsibilities; (11) a grant to the SAC Project at Wellesley College; (12) the development of a SAC program; (13) the purpose of SAC; (14) thematic approaches in SAC; (15) academic SAC programming; (16) SAC ideas from the 1940s; (17) computer uses in SAC programs; (18) summer programs for grades five through eight; (19) summer program challenges in the 1970s; (20) self-discipline for children; (21) behavior strategies for children with attention deficit disorder. (MDM)

ED 382 332 PS 023 112

National Center for Family Literacy, 1994.
SPONS. AGENCY- William R. Kenan, Jr. Charitable Trust, Chapel Hill, NC.
PUB DATE- 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Literacy; Advocacy; Conferences; Educational Attitudes; *Family Programs; Instructional Materials; *Literacy; Newsletters; Outreach Programs; Partnerships in Education; Private Financial Support; Professional Development; Program Descriptions
IDENTIFIERS- *Family Literacy; Project Head Start

These four newsletter issues provide information on family literacy and literacy education programs. Each 16-page issue includes several feature articles; descriptions of literacy conferences and seminars; updates on the National Family Literacy Project; descriptions of successful family literacy programs; coming events; a list of National Center for Family Literacy (NCFL) publications; and a NCFL training schedule. Featured topics include: (1) advocacy for family literacy

ED 382 352 PS 023 193

Currie, Janet; Thomas, Duncan
Does Head Start Make a Difference? Labor and Population Program Working Paper Series 94-05. Draft.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.; National Science Foundation, Arlington, VA.
PUB DATE- Feb 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Blacks; *Child Health; *Children; Elementary Secondary Education; Grade Repetition; Health Promotion; Longitudinal Studies; *Outcomes of Education; *Preschool Education; Racial Differences; Whites
IDENTIFIERS- *Project Head Start

This study used data from the National Longitudinal Survey of Youth to investigate the effects of participation in Head Start preschool programs on a range of child outcomes. In order to control for selection into the Head Start program, comparisons are drawn between siblings and also between the relative benefits of Head Start versus other preschool programs. The study found large and significant gains associated with attending Head Start, as measured by test scores. These gains were evident relative to children who did not attend preschool, as well as to children who attended non-Head Start preschools. The study also found that while whites and blacks experienced initial gains in test scores as a result of participation in Head Start, the gains of blacks were quickly lost while the gains of whites persisted into adulthood. Head Start participation significantly reduced the probability that a white child would repeat a grade, but had no effect on grade repetition among black children. Relative to children who did not attend preschool, both whites and blacks gained greater access to preventive health services in Head Start and non-Head Start programs. A list of related RAND Corporation papers is included. (Contains 68 references.) (MDM)

ED 382 353 PS 023 203

Carney, Judith Paige
The Use of Effective Change Characteristics in Implementing Kentucky's Primary Program: A Case Study.
PUB DATE- 94
NOTE- 225p.; Ph.D. Dissertation, University of Kentucky.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Case Studies; Change Strategies; *Curriculum Development; Educational Improvement; Inservice Teacher Education; *Instructional Leadership; Primary Education; *Program Implementation; Social Support Groups; State Legislation
IDENTIFIERS- Kentucky; *Kentucky Education Reform Act 1990

This case study examined the process of change employed by a rural Kentucky elementary school identified as having successfully implemented the state's primary program. The main purpose of the study was to analyze how the school implemented the primary program based on characteristics of effective change. The case study was based on a total of 23 formal interviews, 20 document reviews, and several observations in primary classrooms and attendance of meetings related to

ED 382 372 PS 023 258

Moely, Barbara E.; And Others
Cross-Sectional and Longitudinal Assessments of Changes in Motivational Beliefs of Elementary and Middle School Children.
PUB DATE- Mar 95
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Age Differences; *Beliefs; Cross Sectional Studies; Elementary Education; *Elementary School Students; Evaluation; Longitudinal Studies; Middle Class Students; Middle Schools; Performance Factors; *Student Attitudes; *Student Motivation
IDENTIFIERS- *Middle School Students

Motivational beliefs of children in grades 5 through 8 (ages 10 years, 9 months to 13 years, 7 months) were assessed in a cross-sectional and a longitudinal study. Children attended a nonsectarian, private school in which the method of evaluating academic performance changed over grades from an individualized, mastery-oriented approach to a normative, comparative one. The school served families of middle to upper-middle SES levels. Only 9% of the children were of minority backgrounds. Children were asked to respond to questionnaires assessing beliefs concerning goal orientations, the value of school, attributions of academic success and failure, and perceived academic competence. Sixty-five of the original 122 children again completed the questionnaire 2 years later. In each study, children's motivational beliefs changed over grade level, so that mastery orientation, perceptions of the value of school, and the use of effort attributions for academic success all decreased over grades 5 through 8, while work avoidance increased. (Author/DR)

ED 382 373 PS 023 259

Burke, Kay; And Others
The Mindful School: The Portfolio Connection. K-College.
PUB DATE- 94
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Classroom Techniques; Elementary Secondary Education; *Evaluation Methods; Holistic Evaluation; *Informal Assessment; Metacognition; *Portfolio Assessment; *Profiles; Self Evaluation (Individuals); *Student Evaluation; Student Records
IDENTIFIERS- *Alternative Assessment; Authentic Assessment

This guide explores the multitude of purposes and types of student portfolios as well as practical ideas for implementing them in classrooms. Following an introductory chapter discussing a rationale for portfolio use and the concept of authentic assessment, the first chapter of the guide explores the different purposes portfolios may serve and lists relevant portfolio characteristics. The remaining chapters present nine steps to portfolio development. Each chapter provides lesson

ED 382 392 PS 023 293

Summary of the Head Start/State Focus Forum on Children's Health Issues.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Apr 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Child Health; Cooperation; Discussion Groups; Educational Attitudes; *Health Needs; *Health Services; Institutional Role; *Preschool Education; *Seminars; State Agencies; State Officials
IDENTIFIERS- *Maine; *Project Head Start

This report summarizes the activities of a day-long health focus forum held by the State Office of Head Start in Maine. Speakers and discussion groups focused on: (1) the importance of comprehensive early childhood health programs and the need for collaboration among health professionals; (2) the role of school health programs in meeting national health and education goals; (3) the identification of challenges to collaboration and problems associated with accessing health services for children in Maine; (4) the role of Head Start in the identification of health problems among preschool children; and (5) possible solutions and recommendations to address the identified challenges and health problems. The report includes summaries of small-group discussions and recommendations. Three appendices provide a copy of the forum schedule, a participant list, and the results of a forum evaluation. (MDM)

ED 382 393 PS 023 296

Smith, Matilda P.
The Use of the NAEYC Accreditation Self-Study Criteria in the Expansion and Revision of a Staff Handbook.
PUB DATE- 94
NOTE- 58p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Health; Educational Attitudes; Ethics; Evaluation Criteria; *Faculty Handbooks; Fringe Benefits; *Inservice Teacher Education; Preschool Education; Program Improvement; School Safety; *Teacher Attitudes
IDENTIFIERS- National Association Educ of Young Children

This practicum paper describes the use of National Association for the Education of Young Children (NAEYC) accreditation self-study criteria in the expansion and revision of a staff handbook for a Florida preschool. The existing staff handbook and staff training programs were found to provide inadequate information on school health and safety procedures, employee benefit policies, and standard ethical practices expected from early childhood professionals. To address these deficiencies, a series of inservice training sessions were held to increase staff awareness in the three areas. Small group activities were used to involve the staff in solving hypothetical health and safety problems and ethical dilemmas. Employee benefits were explained in a separate inservice session. Documents drafted from the joint participation of administration and staff were

ED 382 412 PS 023 374

Espinosa, Linda M.
Hispanic Parent Involvement in Early Childhood Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Bilingualism; Cultural Awareness; *Cultural Differences; *Cultural Traits; *Early Childhood Education; Family Life; *Hispanic Americans; *Parent Participation; Parents; Parent School Relationship; Teacher Attitudes
IDENTIFIERS- ERIC Digests; Hispanic American Students; *Program Characteristics

To determine effective strategies for connecting Hispanic parents and their children's early childhood programs, educators need to develop a greater understanding of the features of the Hispanic culture that influence parents' childrearing practices and orientation toward formal education. Educators should be aware of Hispanics' diversity in terms of socioeconomic status, country of origin, and the nature and timing of their immigration. Except for Cuban-Americans, Hispanics can be characterized as having high rates of poverty and low levels of educational achievement. They are also an educationally vulnerable minority group, starting kindergarten somewhat behind their peers. Educators should note some differences in the way Hispanic and other American children are socialized. First, Hispanic culture tends to emphasize obedience and to value respect for adult authority. A directive style of communication between parent and child is most common, with little collaborative conversation. Second, throughout Hispanic culture there is a belief in the absolute authority of the school and teachers. Third, Hispanics, as a whole, have strong family ties and a collective orientation that supports community life. Addressing these differences, projects in early childhood programs and in schools that have successfully involved Hispanic parents recommend the following strategies: (1) a personal touch that includes personal meetings and home visits; (2) non-judgmental communication; (3) perseverance on the part of teachers in maintaining parents' involvement; (4) bilingual support; (5) administrative support; (6) staff development activities focused on Hispanic culture; and (7) community outreach efforts in which schools and programs serve as resource and referral agencies to support families. Contains 10 references. (BC)

ED 382 413 RC 019 788

Effah, Kofi B.; Murdock, Steve H.
Demographic and Socioeconomic Determinants of AFDC Enrollment and Change in Enrollment in Nonmetropolitan and Metropolitan Counties in Texas, 1980 to 1990.
PUB DATE- Aug 94
NOTE- 54p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Portland, OR, August 11-14, 1994).

ED 382 429 RC 020 092

Science of Alcohol Curriculum for American Indians (SACAI): An Interdisciplinary Approach to the Study of the Science of Alcohol for Upper Elementary and Middle Level Students.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 94
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Alcoholism; American Indian Culture; *American Indian Education; *Community Involvement; Elementary School Students; *Fetal Alcohol Syndrome; Health Education; *Human Body; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Junior High School Students; Learning Activities; Middle Schools; Physiology; Science Activities; *Science Curriculum
IDENTIFIERS- Community Viability; Middle School Students

This curriculum provides American Indian youth with a framework for learning about the effects of alcohol on the body and the community. The curriculum stresses the development of scientific thinking skills and was designed for upper elementary and middle level students. The guide consists of four units: How Does Alcohol Circulate through the Body and Community?; How Does Alcohol Deprive the Body and Community of Energy?; What is Fetal Alcohol Syndrome and How Does It Affect a Community?; and How Does Alcohol Impact the Brain and the Community? Units explore the meaning of community and discuss types of communities, ways communities solve problems, and how alcohol contributes to the breakdown of community values and functioning. The involvement of community members helps to provide meaningful applications of what students learn through the curriculum. Each unit includes an Indian story that allows students to draw upon traditional knowledge to better understand problems associated with alcohol. The concept of the medicine wheel is emphasized throughout the curriculum to provide students with a holistic and interdisciplinary approach to studying the effects of alcohol. Each unit also includes a holistic statement, goals and outcomes, interdisciplinary connections, instructions for student journals, instructions for use of a student sharing box, alcohol and science background summaries for teachers, science learning activities, unit review activities, small group activities, needed materials, teacher preparation, and assessment. (LP)

ED 382 430 RC 020 093

Monsey, Barbara R.; And Others
What Works in Preventing Rural Violence: Strategies, Risk Factors, and Assessment Tools.
SPONS. AGENCY- Blandin Foundation, Grand Rapids, MN.
PUB DATE- 95
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

ED 382 448　　　SE 055 867

Meichtry, Yvonne J.
Elementary Science Methods: Strategies To Measure and Develop Student Views about the Nature of Science.
PUB DATE- Jan 95
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers of Science (Charleston, WV, January 5-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Elementary Education; *Elementary School Science; Higher Education; *Methods Courses; *Preservice Teacher Education; Science Curriculum; Science Education; *Sciences; Science Teachers

Seventy-two students enrolled in elementary science education methods courses participated in a study designed to reveal student views about the nature of science prior to, during, and upon completion of the course. The course employed various teaching approaches and activities to help students develop more adequate views about the nature of science. An attempt was also made to help students relate what they learned in their methods class about the nature of science to the teaching of elementary science. The Modified Nature of Scientific Knowledge Scale (MNSKS), developed by Y. Meichtry (1992) was used to measure and compare student views about four dimensions of the nature of scientific knowledge at the beginning and end of the semester. Results indicate that students begin their methods courses with understandings of the nature of science which are largely incomplete. It also indicates the potential of developing much more complete understandings about the nature of science as a result of integrating teaching strategies. Five tables and one figure illustrate study data. Contains two references. (ZWH)

ED 382 449　　　SE 055 868

State of the Scene: Science Education in the Nation. Revised Edition.
PUB DATE- Nov 93
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Biological Sciences; *Educational Change; Science Curriculum; *Science Education; Science Programs; Secondary Education
IDENTIFIERS- Reform Efforts

This report is intended as an information resource for teachers, scientists, and others involved in developing science curricula, science literacy materials for the public, or related information addressing issues of science education reform. The following sections are included: (1) Introduction; (2) The Big (Numbers) Picture: Selected Data; (3) Some Positive Signs of Strength; (4) Selected Developmental Issues; (5) Glossary of Selected Terms; (6) Key Acronyms in Science Education: (7) Resources for Science Education: (8) Characteristics of Good Curricula; (9) Model Programs and

ED 382 471 SE 056 261

Dickinson, Valarie L.; Flick, Lawrence B.
Beating the System: Confronting Student Behaviors That Inhibit Conceptual Understanding of Introductory College Physics.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Concept Formation; Higher Education; Instructional Effectiveness; Introductory Courses; *Physics; Science Instruction; Scientific Concepts; Student Behavior; Teacher Attitudes; Teaching Methods; Undergraduate Study
IDENTIFIERS- Science Achievement

The purpose of this study was to examine in detail the experiences of non-major undergraduate students progressing through an introductory physics course taught in a four-year research university, to discover why the students have these experiences, and to uncover the consequences of those experiences. A theory was developed for relating experiences of non-majors to other science-shy students attempting to learn science. A qualitative study of 26 students, one professor, one teaching assistant who taught the lab sessions, and one lab supervisor in a summer session of an introductory physics course taught at a state research university was conducted. The study describes reactions of introductory college science instructors to the experiences of the students, and provides implications for introductory college science teaching. Analysis of results finds that activities engaged in by students did not contribute to most students' understandings of the content but rather to simply getting through the course. Suggestions are made for improving physics instruction in a traditional classroom. (LZ)

ED 382 472 SE 056 277

Chiu, Mei-Hung
Self-Explanations Promotes Science Learning.
PUB DATE- Apr 95
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemical Equilibrium; *Chemistry; Foreign Countries; High Schools; *High School Students; Interviews; Science Education; *Scientific Concepts
IDENTIFIERS- *Explanations; *Science Achievement

The use of the method of self-explanations to gain knowledge on students' conception of the chemical equilibrium concepts is reported in this paper. The analysis provides information on: (1) a general indication of students' understanding of materials related to chemical equilibrium, (2) a deep investigation of problem solving skills associated with the content, (3) a close look on inferences generated during studying the materials, and (4) a comparison of successful,

ED 382 491 SO 024 435

Goolsby, Thomas W.
Music Education in the Republic of Indonesia: A Model of Cultural Pluralism.
PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Pluralism; Developing Nations; Educational History; *Educational Policy; Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; Multicultural Education; *Music Education; *Teacher Education
IDENTIFIERS- *Indonesia

Based on formal and informal observations of classrooms at all levels of government and private Islamic schools, as well as formal and informal interviews with students, teachers, administrators, and parents, this paper was the result of experiences as an Fulbright-Hays lecturer in Indonesia. The Indonesian Department of Education and Culture requested an arts educator after observing the obstacles encountered with education in a rapidly developing nation and the inevitable influences of the West. The paper describes the geographic and historical background, and government of Indonesia. Changes and development of the educational system in Indonesia are described, as are difficulties in recruiting and educating teachers, and reducing illiteracy. Traditional views of education are prevalent at all levels of the educational system. The attitudes present difficulty in motivating students to read, think critically, and demonstrate any of the higher level cognitive skills through writing exercises, all of which are Western notions of education. Schools have very few textbooks and little or no study outside the classroom. Traditional cultures and the emphasis on oral tradition have created the perception that learning is a relationship with a teacher, one that is immediate, oral, and hierarchical. Music education was identified by the government in 1972 as the medium through which Indonesia will attempt to preserve its rich and varied cultures, and the means through which it will attempt to counter the effects of Westernization. Music from the different cultures of Indonesia and a 29-item reference list conclude the paper. (DK)

ED 382 492 SO 024 547

Levstik, Linda S.; Barton, Keith C.
They Still Use Some of Their Past: Historical Salience in Elementary Children's Chronological Thinking.
PUB DATE- Apr 94
NOTE- 69p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). For related paper, see ED 370 716.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *Concept Formation; Educational Research; Elementary Education; *Elementary School Students; History; *History Instruction; *Social Studies; *Time; *Time Perspective
IDENTIFIERS- Chronology

This paper reports on a study that represents a new approach to

ED 382 513 SO 025 022

Antidote: Civic Responsibility. Alabama Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 14p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 023-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Alabama; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Alabama state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 514 SO 025 023

Antidote: Civic Responsibility. Alaska Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 15p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; State Legislation
IDENTIFIERS- *Alaska; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Alaska state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 538 SO 025 047

Antidote: Civic Responsibility. Nevada Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 15p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Nevada; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Nevada state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 539 SO 025 048

Antidote: Civic Responsibility. New Jersey Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 14p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *New Jersey; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on New Jersey state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 561 SO 025 098

Herbert, Deborah A.
Development and Implementation of a Discipline Based Art Education Staff Development Program for Elementary Art Teachers.
PUB DATE- Jun 94
NOTE- 159p.; Ed.D Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; *Discipline Based Art Education; Elementary Education; *Inservice Teacher Education; Staff Development

This program was developed and implemented to identify, inservice and coach elementary art teachers who did not have pre or post graduate discipline based art education (DBAE) training. The reason this training was important is because the district has written and adopted a kindergarten through twelfth grade DBAE art curriculum. The objectives for this program were for all the teachers in the target group to successfully complete a full day inservice training session; and improve their classroom environment by the increased use of art prints and critical thinking skill questioning strategies. Teachers and their students also viewed a DBAE instructional video created by the writer in order to observe and practice DBAE teaching strategies. All participants were observed teaching an original DBAE lesson. All the program objectives were met with five of the seven target group teachers improving dramatically in all areas. The two remaining target group teachers also showed marked improvement. Appendices include DBAE Observation forms, DBAE student and teacher artwork, and a DBAE activities page and surveys. (Author)

ED 382 562 SP 035 817

Thomas, Barbara J.
Teachers' Opinion about Shared Decision Making Since Chicago School Reform 1988.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Participative Decision Making; Public School Teachers; Questionnaires; *School Based Management; *Teacher Attitudes; Teacher Role; Urban Education; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; *Reform Efforts

This study sought to determine whether Chicago Public School teachers are more involved in shared decision making since the Chicago School Reform 1988. A review of literature on shared decision making yielded inconclusive results. While some studies concluded that shared decision making is imperative, other studies suggested that school climate, principal leadership, and staff development played a more important role in school improvement and student achievement. The Thomas Shared Decision Making Questionnaire was distributed to various teachers in Phi Delta Kappa, a national sorority to which Chicago teachers belong. The population sample included 30 teachers from a number of Chicago public schools who had taught before the 1988 reform. Among the findings were: (1) only 53 percent of the teachers believed that they were more involved

"Goal Setting, Domestication and Academia: The Beginnings of an Analysis" (Mick Campion and William Renner); "Higher Education and the State: The Irony of Fordism in American Universities" (Wesley Shumar); "The Culture of Assessment" (William G. Tierney and Robert A. Rhoads); "Entrepreneurial Science and Intellectual Property in Australian Universities" (Sheila Slaughter and Larry Leslie); "The University of Life plc: The 'Industrialization' of Higher Education?" (Richard Winter); "Deck Chairs on the 'Titanic': Award Restructuring for Academics in the Age of Economic Rationalism" (Jan Currie and Roger Woock); "Beyond the Multiversity: Fiscal Crisis and the Changing Structure of Academic Labour" (Clyde W. Barrow); "Higher Education as a Form of Labour Market Reform" (Kerry Barlow); and "The Gendered Management of Equity-Oriented Change in Higher Education" (Anna Yeatman). (Each paper contains references.) (JDD)

ED 382 101 HE 028 302

Barnett, Ronald
The Limits of Competence: Knowledge, Higher Education and Society.
PUB DATE- 94
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Restructuring; *Cognitive Structures; College Curriculum; *Competence; Definitions; Epistemology; Foreign Countries; *Higher Education; *Knowledge Level; *Social Values

This book is an exploration of the changing definitions of knowledge competence held to be valuable in universities. The central argument is that one ideology, that of academic competence, is being displaced with another ideology, that of operational competence. The book begins by considering the relationships among higher education, knowledge, and society. It examines ideas that constitute the dominant ideology of curriculum, such as competence and capability. It then focuses on some ideas either disappearing from public debate or defunct as apparently unworthy of serious attention, including understanding, critical thought, interdisciplinarity, and wisdom. The final section places the two ideologies of competence--operational and academic--against each other and sketches an alternative definition of human being. This idea of human being is relatively unconstrained by sectional interests, contains a sense of knowing not derived from mere instrumentality, and looks to promote human beings in situations and conditions unimaginable because the human beings concerned will be doing the imagining. (Contains approximately 180 references.) (JDD)

ED 382 102 HE 028 303

Tight, Malcolm
Higher Education: A Part-Time Perspective.
PUB DATE- 91
NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Education; Distance Education; *Educational Development; Educational History; Educational

Owings, Jeffrey; And Others
Making the Cut: Who Meets Highly Selective College Entrance Criteria? Statistics in Brief.
PUB DATE- Apr 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academically Gifted; *Admission Criteria; Catholic Schools; College Admission; *College Bound Students; College Entrance Examinations; Credit Courses; Demography; Extracurricular Activities; Grade Point Average; High Achievement; Higher Education; High Schools; *High School Seniors; Longitudinal Studies; Minority Groups; Private Schools; Public Schools; *Selective Admission; Sex Differences; Student Characteristics
IDENTIFIERS- National Education Longitudinal Study 1988; Scholastic Aptitude Test

This study used national data to categorize college-bound high school seniors on each of five criteria identified as representative of those required for admission to highly selective colleges. Data came from the National Education Longitudinal Study of 1988 (NELS: 88). Selected criteria included grade point average (GPA), the Scholastic Aptitude Test (SAT) scores, courses taken, teachers' perceptions, and participation in extracurricular activities. Demographic and social characteristics of the college-bound seniors who met the highly selective criteria were examined and less restrictive criteria were considered as well. Findings included: (1) more females than males excelled in grades; (2) the percentage of college-bound seniors who achieved GPAs of 3.5 or more and SAT scores of 1100 or more was higher for Asian and White students than for Hispanic, Black, or American Indian students; (3) seniors from high socio-economic backgrounds were more likely than their contemporaries at other status levels to meet any of the selective criteria; and (4) about one-half of college-bound seniors attending schools identified as "all other private schools" scored 1100 or higher on the SAT while about 20 percent of their peers at public and Catholic schools achieved this level. Attached are four tables and information on the study methodology. (JB)

ED 382 122 HE 028 323

Choy, Susan P.; Premo, Mark K.
Profile of Older Undergraduates: 1989-90. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; *Adult Students; *College Students; Demography; Enrollment Trends; Full Time Students; Higher Education; National Surveys; *Nontraditional Students; One Parent Family; Part Time Students; Public Colleges; Self Supporting Students; Socioeconomic Background; *Student Characteristics; Student Financial Aid; Two Year Colleges; *Undergraduate Students; Undergraduate Study
IDENTIFIERS- Beginning Postsecondary Students Long Study;

criteria and procedures accurately predict an applicant's potential for the successful completion of program requirements. The 70 students admitted to the program were ranked utilizing standardized evaluation methodology (academic record and interview). Twenty-seven percent of the sample population did not complete the program. Two tailed t-tests were utilized to compare data between the academic and interview ranks of those students completing the program and those who did not. Academic ranking proved statistically significant. The interview process was not a significant indicator even though a standardized interview form was utilized. The academic rating form and interview form are appended. (Contains 10 references.) (DB)

ED 382 141 HE 028 342

Szeto, Wing F.
Perceptions of Faculty Performance Evaluation among Faculty across Academic Disciplines at a Selected University.
PUB DATE- 10 Nov 94
NOTE- 39p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; College Instruction; Colleges; Evaluation Methods; *Faculty Evaluation; Higher Education; Intellectual Disciplines; Research; Standards; *Teacher Attitudes; Universities

This study examined whether the perceptions of faculty members at a southeastern university concerning the present evaluation system varies across academic colleges. The Survey of Faculty Evaluation was distributed to all full time faculty (N=530) and the 129 usable responses were analyzed using discriminant function classification. Respondents were from the colleges of: (1) arts, (2) business administration, (3) education and psychology, (4) health and human sciences, (5) liberal arts, and (6) science and technology. The colleges of arts and business administration tended to be distinguished from the colleges of liberal arts and science and technology on a function defined largely by teaching. Within the function defined primarily by research and criteria of faculty evaluation the college of health and human sciences was distinguished from the colleges of arts, education and psychology, and liberal arts. Results generally support adequacy of three of the survey's subscales (i.e., teaching, research, and criteria of faculty evaluation) as discriminating among faculty in the six college subgroups. Results also suggest a general heterogeneity of faculty perceptions across colleges regarding the relevance of evaluation items to their settings. Attached tables present details of the analysis. (Contains 45 references.) (DB)

ED 382 142 HE 028 343

Askins, Billy E.; And Others
Identifying the Need for Teaching Ethics in Professional Legal Education.
PUB DATE- 18 Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

written to function independently to facilitate in-service workshops, and relevant topics are cross-referenced. Each entry includes a summary of the topic on a camera-ready brochure that can be copied and distributed. Detailed graphics throughout the book illustrate hardware, software, and applications. This guide can be used as a professional resource, a guide for in-service education, or a textbook for multimedia and technology courses at the undergraduate and graduate levels. (MAS)

ED 382 161 IR 017 092

Economics of Distance Education. Proceedings of the AAOU Annual Conference (7th, Hong Kong, November 21-25, 1993).
PUB DATE- Nov 93
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; Budgeting; Cost Effectiveness; *Costs; *Distance Education; Economics; Financial Support; Foreign Countries; *Higher Education; Mass Instruction; *Open Universities; *Program Costs

Economics and mass higher education have become firmly coupled not only in the minds of distance educators but also in those of policy makers, politicians, educational economists, and social scientists. These conference proceedings add to the knowledge and experience of colleagues from around the world who address the topics of cost effectiveness, efficiency, and benefits of distance education. Author, title, and an abstract are provided for the keynote address and two plenary lectures. The remaining 37 papers are provided in full-text, and address the following issues: public funding of distance education; government funding; planning and workforce needs; work based training; estimating the benefits of higher education and distance education programs; containing costs; student support; course feedback; videoconferencing; human resources; in-service teacher development; physical education courses; collaborative publishing in distance education; and materials production. Papers emphasize the cost factor, and address distance education in many world countries, including England; China; Thailand; Australia; Japan; Canada; South Korea; India; Sri Lanka; Fiji; Singapore; and the United States. An author index is also provided. (MAS)

ED 382 162 IR 017 093

Waxman, Hersholt C., Ed.; Bright, George W., Ed.
Approaches to Research on Teacher Education and Technology. Society for Technology and Teacher Education Monograph Series. No. 1.
PUB DATE- 93
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Audiovisual Aids; Classroom Observation Techniques; Computer Assisted Instruction; Content Analysis; *Educational Improvement; *Educational Research; *Educational Technology; Elementary Secondary Education; Futures (of Society); Higher Education; Models; Professional Development; Research and Development; *Research Methodology; School Surveys; *Teacher Education

This document addresses the use of technology to enrich education. Twelve papers discuss research programs and districts in the state. The data and fund groups from the ST-3 Annual Financial Report used in this analysis are: (1) grand total expenditures; (2) general fund expenditures for school library and audiovisual, educational television, and instructional technology/computer assisted instruction; (3) special fund expenditures for school library and audiovisual, educational television, and instructional technology/computer assisted instruction; and (4) management information systems/central data processing expenditures. Data indicates that public education in New York cost over $21 billion in 1992-93, and schools spent over $360 million (2.2%) on technology functions. Statewide, districts spent an average of 11.5% of their total technology expenditures on BOCES (Boards of Cooperative Educational Services) services. The average statewide expenditure for instructional computing (CAI) represents 0.5% of the total expenditure in schools. Hardware represents an average of 10.3% of the instructional computing expenditures. Overall, there is a substantial variability in the amount of funding committed to technology. Five tables include overall expenditures; BOCES related technology expenditures; technology expenditures as a percent of overall expenditures; instructional computing expenditures; and components of CAI expenditure. (MAS)

ED 382 180 IR 017 117

Bell, Benjamin; Korcuska, Michael
The Goal-Based Scenario Builder: Experiences with Novice Instructional Designers.
PUB DATE- 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Authoring Aids (Programming); *Computer Assisted Design; Computer Assisted Instruction; Computer Interfaces; *Computer Software Development; *Courseware; Models; Multimedia Instruction; Tables (Data)
IDENTIFIERS- Examples; Goal Based Education; *Interactive Systems

Creating educational software generally requires a great deal of computer expertise, and as a result, educators lacking such knowledge have largely been excluded from the design process. Recently, researchers have been designing tools for automating some aspects of building instructional applications. These tools typically aim for generality, resulting in interfaces with limited, generic styles. An alternative, appropriate for more complex, interactive software, is to provide tools with special purpose task models. A prototype authoring tool for interactive educational software, called Goal-Based Scenario Builder, is illustrated, and a mode of interaction called Guided Case Adaptation is described. Goal-Based Scenarios (GBS) provides an engaging task through which learners can master a set of target skills. This case-based approach to software design involves the user, and creates an interactive dialogue in which the program and designer collaboratively apply adaptations to a retrieved case. The Investigate and Decide GBS model is applied, and its five phases are outlined: problem, do, decide, communicate, and wrap-up. An example dialogue is presented. An early prototype of this tool was tested by graduate students in a first-year seminar in creating their own GBSs. An informal evaluation of the tool based on student establish library use among students at the critical early stages of their intellectual development; (2) to organize public librarians, parents, and school personnel in cooperative activities that encourage the productive use of library resources; and (3) to develop models for cooperative services and institutional collaboration that could be replicated elsewhere. This report summarizes and synthesizes the findings, conclusions, and recommendations presented throughout the evaluation process and documented in 10 reports and other documents. For three evaluation studies based on on-site data collection, this report includes the project objectives, design methodology, findings, conclusions, and recommendations. The initial evaluation plan and the selection of sites and instruments is also described. A summary of other activities carried out to supplement or improve the evaluation effort and to enable the project to be carried successfully beyond the pilot phase is also provided. The evaluation showed that CLASP had considerable success in reaching the first formal project goal, to establish library use among children. For the second goal, there was some effort but little success project-wide due to various constraints. CLASP made little progress toward the third goal, to develop models for cooperative services and institutional collaboration. The report ends with a general assessment of CLASP and recommendations for improving it as it moves toward self-sufficiency and expansion. Seven tables illustrate data, and a 12-page appendix provides a detailed discussion of the evaluation project's methodology. (Contains 15 references.) (MAS)

ED 382 200 IR 055 480

Rowley, Gordon, Comp.; Rounds, Laura A., Ed.
Organization of Collection Development. SPEC Kit 207 and Flyer 207.
PUB DATE- Apr 95
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Information Sources; *Information Technology; *Library Administration; *Library Collection Development; Library Material Selection; Library Personnel; Library Policy; *Library Surveys; Occupational Information; Organizational Development; Training Methods
IDENTIFIERS- Association of Research Libraries

Published 10 times a year, Systems and Procedures Exchange Center (SPEC) Kits and Flyers contain information on issues of concern to libraries and librarians; they are the result of surveys on topics related to practice and management of library programs in the Association of Research Libraries (ARL). This document focuses on the organization of collection development. The SPEC Flyer is a two-page summary of the status of the organization and staffing of collection development; discussion includes training for collection development, collection development activities, and the impact of electronic information resources. The SPEC Kit contains survey results; organization charts; administrative and bibliographer and selector position descriptions and position announcements; outlines of training programs, planning documents for training, and training for library liaisons; and electronic information resources in collection development including collection development policies, procedures for evaluating, selecting and ordering electronic resources, and form for recording information on

DESCRIPTORS- *Academic Libraries; Accessibility (for Disabled); Architects; *Building Design; Case Studies; *Construction (Process); Cooperative Planning; Higher Education; *Library Development; Library Funding; Library Personnel; *Library Planning; Maps; Strategic Planning

This document presents three case studies that illustrate how library staffs and architectural design teams can work together to plan additions that are successful solutions to building problems. The case studies cover the experiences of Hope College, Holland, Michigan (David Jensen, Margaret Jensen), Western Maryland College, Westminster, Maryland (Dave Neikirk), and the University of Washington, Seattle, Washington (Sarah C. Michalak). Highlights include cooperation among architects, campus planners, consultants, and librarians; the library planning committee; design elements and the construction processes; a new name and identity; functional changes; floor plan descriptions; study spaces; the library presence and environment; campus community feedback; space shortages; funding; service for people with disabilities; and advice. Eighteen figures present floor plans. Appendices provide brief descriptions of poster sessions from eight university libraries, a checklist of additions to academic library buildings, library contacts and architects, and a bibliography of related publications of the Library Administration and Management Association of the American Library Association. (AEF)

ED 382 219   IR 055 514

Brady, Mary Lou; Geile, Carole
Bibliography on Multicultural Activities in the Classroom: A Listing of Resources.
PUB DATE- May 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Class Activities; *Cultural Activities; *Cultural Awareness; Elementary Secondary Education; Foreign Culture; Learning Activities; *Multicultural Education; Teaching Guides
IDENTIFIERS- ERIC; Journal Articles

This bibliography contains information on multicultural activities in the classroom. It is divided into three sections: a list of 97 book resources, a list of 59 journal articles, and a list of 17 ERIC (Educational Resources Information Center) resources. The resources include general multicultural teaching guides and specific topical resources: holidays; American Indians; the Lebanese; Kwanzaa; Thailand; France; folk songs and festivals of Japan; pinatas; dragons; Singapore; Hanukkah; Hawaii; Cambodia; Spain; Egypt; games of the Orient; African crafts; Italy; Mexico; Shabbat; Sukkot; an Arab family; Korea; Swahili alphabet and counting; Portuguese folk tales; China; Soviet Union; Iraq; Saudi Arabia; Africa; Iceland; Yugoslavia; African, Chinese, Japanese, Korean, Mexican, Russian, and Arabian counting; Aztec myths and legends; Israel; Puerto Rico; Iran; Iceland; Central America; Filipino immigrants; Ireland; Mexican Americans; the Danube world; Poland; ancient Greece; the South Pacific; India; Zimbabwe; Cuba; and Israeli, Italian, Spanish, Korean, Mexican, Australian, Thai, Native American, English, Carribean, Indian, Norwegian, Vietnamese, South American, Russian, vegetarian, Greek, French, Japanese, and Chinese cooking. Information is listed alphabetically by author and title within each section. Each entry contains a complete bibliographic citation and a short summary of the work. ERIC knowledge only to the degree to which they have constructed schemas from learning experiences and practice. Constructivist theory suggests that it is only by direct, active, hands-on exploration and learning from errors can a person construct a schema. Brain and neuroplastic research indicates that as learning occurs, brain nerve cells grow additional fibers (dendrites) and synapses. The learner, through active trial-and-error exploration, increases physiological neuron networks. The six stages of the Natural Teaching Method Planning Model provide a way to guide students to construct new schemas: (1) stimulate students to activate any related knowledge; (2) guide students to start constructing the new structures or knowledge on the structures; (3) consolidate the first growth of new structures and knowledge; (4) give students the opportunity to gain more complex understanding; (5) give students the opportunity to start using their new knowledge in a creative way; and (6) give students the opportunity to fine tune the increasing complexity and richness of the neural network. Being taught the way the mind naturally learns helps students access and use their intelligence. (KP)

ED 382 238   JC 950 194

Smilkstein, Rita
Acquiring Knowledge and Using It.
PUB DATE- 93
NOTE- 7p.; "Gamut" published by Seattle Community College District (Washington).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Basic Writing; *Cognitive Processes; Community Colleges; *Educational Strategies; *Experiential Learning; *Learning Theories; Two Year Colleges

Understanding why students are not naturally and easily able to generalize or apply what they have learned in other situations involves understanding what teachers want their students to learn; what learning is; what teaching is; and what is involved in generalizing or applying what has been learned. Research in educational psychology identifies three major types of knowledge: rote (i.e., memorization), declarative (i.e., knowledge of concepts) and procedural (i.e., knowledge of a physical or intellectual process, method, or skill). Knowledge does not automatically transfer between declarative and procedural knowledge. If teachers want their students to know about and be able to do things in different domains, both declarative and procedural knowledge will have to be taught in the same or each different domain. Learning results in the growth of new structures in the brain. New dendrites and synapses construct elaborate neural networks between neurons. Brain structures do not magically transfer information. Declarative knowledge is grown on different neural networks than procedural knowledge. The following learning principles can help teachers help students: (1) learning is physiological; (2) new brain structures grow with practice; (3) brain structures grow precisely and exclusively for what is practiced: (4) each person has their own unique pattern of brain structures; (5) students need to construct basic networks before they can construct more complex ones; (6) brain structures grow when learners are active; and (7) emotions affect the growth and function of brain structures. Teachers should help students make personal connections to new material and be allowed ample time to practice. (KP) enrollments, U.S. Armed Forces enlistments, and state community college enrollments and data is compiled on employment status, estimated annual wages, hours worked per week, the relation of employment to training, post-secondary or military status, and other characteristics. An analysis of 9-month outcomes for the 10,893 graduates of vocational programs in 1991-92 revealed an overall job placement rate of 85%, similar to the previous year's cohort. The occupational areas with the highest placement rates were health related at 89% and other professional/technical at 83%. For employed graduates, 82% of the 1991-92 cohort were in a job related to their field of study, down from 83% in 1990-91. Health related programs placed 91% of their employed graduates in related fields, while agriculture placed only 53% in related jobs. Finally, with respect to salaries, the median hourly wage for graduates was $10.00. The areas with the highest salaries were health related, with a mean hourly salary of $13.93 and median hourly salary of $13.26; other professional/technical, with a mean of $10.02 per hour and a median of $9.22 per hour; and mechanics and repair, with a mean of $10.07 per hour and a median of $9.19 per hour. (Tables of findings by college and by occupational area are appended.) (KP)

ED 382 256   JC 950 239

Townsend, Barbara K., Ed.
Gender and Power in the Community College. New Directions for Community Colleges, Number 89.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Presidents; Community Colleges; Educational History; *Females; Sexual Harassment; Social Class; Student Personnel Services; Two Year Colleges; *Women Administrators; *Women Faculty; *Womens Education

This collection of essays attempts to describe the situation of women in community colleges--what is known about them and what is not--and to ascertain their influence on the two-year college and its influence on them. The following articles are included: (1) "Women in the Two-Year College, 1900 to 1970," by John H. Frye; (2) "Viewing Community College Students through the Lenses of Gender and Color," by Berta Vigil Laden and Caroline Sotello Viernes Turner; (3) "Engendering Student Services," by Mildred Garcia; (4) "Women Community College Faculty: On the Margins or in the Mainstream?", by Barbara K. Townsend; (5) "The Interplay of Gender and Social Class in the Community College," by Nancy LaPaglia; (6) "Sexual Harassment in the Community College: The Abuse of Power," by Robert O. Riggs and Patricia Hillman Murrell; (7) "Gendered Images of Community College Leadership: What Messages They Send," by Susan B. Twombly; and (8) "Women and the Community College Presidency: Challenges and Possibilities," by Deborah M. Dicroce. All papers contain references. (ACT)

ED 382 257   JC 950 240

Mohammadi, John
Exploring Retention and Attrition in a Two-Year Public Community

Policy; Student Recruitment; Two Year Colleges

Successful enrollment management depends on an information base that is comprehensive, targeted, and continuously updated to inform enrollment management policies and monitor their effectiveness. Institutions implementing enrollment management programs need to establish an initial information infrastructure, including a longitudinal student tracking system and a set of performance monitoring indicators (PMI's) covering each stage of student involvement with the institution. Prince George Community College (PGCC) has developed a system using 31 PMI's which are supplemented by a periodic, formal environmental scanning process. The PMI's, environmental scanning insights, and informal feedback from students, faculty, and staff constitute the data for continuous evaluation of the enrollment management program. These data will identify areas in need of further analysis, detailed analyses may suggest policy revisions. The impact of revised policies will be monitored by subsequent PMI compilations, in a continuous improvement cycle. At PGCC, PMI's and scanning data prompted in-depth analyses of policies relating to minority student retention and of policies relating to non-credit continuing education recruitment. These analyses led in turn to major policy changes. Adopted in its entirety, this approach: (1) establishes a comprehensive framework for studying student-college interaction; (2) encourages development of enrollment targets, performance monitoring systems, and longitudinal tracking files; (3) identifies areas of student behavior poorly understood by the college; (4) integrates institutional research into enrollment management policy formation; and (5) promotes continuous improvement through the data-analysis-policy cycle. (KP)

ED 382 275 JC 950 260

Lind, Donald J.
Quantifying Learning Outcomes: A Gentle Approach.
PUB DATE- May 94
NOTE- 41p.; Materials presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (16th, Austin, TX, May 22-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Outcomes Assessment; Community Colleges; *Competency Based Education; *Computer Managed Instruction; *Computer Software; Critical Thinking; Metacognition; Outcomes of Education; Pretests Posttests; Program Descriptions; Two Year Colleges

In fall 1993, Coffeyville Community College (CCC) in Kansas announced the implementation of a new program known as Quantifying Learning Outcomes (QLO), one component of the college's Student Outcomes Assessment Plan. QLO calls for a clear articulation of CCC's goals regarding instructional support materials within the next 6 to 12 months; the revision of all course syllabi to include clearly stated instructional competencies and outcomes; the use of pre- and post-tests in every class using test items indexed back to specific learning outcomes; and on-going investigations of both student achievement and the level of appropriateness of course competencies and outcomes. To accomplish these objectives, in-

Differential language development and preparation for school among young children of different racial and social groups has been asserted for decades. A study focused on mother-child interaction in two common activities: reading children's books and telling narratives about both shared and unshared experiences. A socially diverse group of 46 mothers and their 3-year-old children, half White, half African American, were compared. Each racial group was evenly divided among children whose mothers had no college, some college, and a bachelor's degree or more. Income ranged from under $5,000 to $75,000 in both racial groups. No children were in preschool or institutional day care, although more than half in each group were in family day care while their mothers worked. At-home sessions consisted of four experimental activities: (1) mother and child read "The ABC Exhibit"; (2) mother and child read "Mole and Mouse Clean House"; (3) mother asked child to tell experimenter about something exciting or fun they had done lately; and (4) experimenter made playdoh with the child (without mother) and mother then asked child how they did it. All mothers, including African American working class mothers, used known-answer questioning and provided other forms of "scaffolding" to assist their children in telling and reading. White mothers used more known-answer questions only in "The ABC Exhibit"; in other tasks there were no differences of race or social economic status. Six figures present the data. (AC)

ED 382 293 PS 021 860

Bussey, Kay
Sociocognitive Correlates of Gender-Linked Conduct.
PUB DATE- Mar 93
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (70th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Childhood Attitudes; Foreign Countries; *Sex Role; *Sex Stereotypes; *Sexual Identity; *Toddlers; Toys

This study of the processes guiding children's gender-linked conduct focused on ages prior to the development of self-regulatory control through the exercise of self-evaluative reactions. The study sample consisted of 29 boys and 33 girls in Australia between 17 and 48 months old. Measures included: (1) a videotaped toy play session in which children were left alone with five boys' and five girls' toys; (2) Leinbach and Fagot's gender labeling point test, extended with a self-pointing task; (3) a gender-labeling test of photographs of inanimate objects framed in terms of which object a boy or girl would play with; (4) a test requiring children to produce a gender label for photographs; and (5) children's evaluation of a videotape sequences of other-gender-linked conduct. Children's knowledge of gender labels associated with toys was quite poor; however, regardless of age, during the toy play session, all children engaged in more same-sex than other-sex conduct. Younger children demonstrated little negative appraisal of other-sex conduct on the videotape, while the two older age groups were more likely to indicate that an other-sex toy was a "bad" toy for the child actor to play with. Children who could point to a boy or girl when their own photograph was one of the two photographs presented engaged in more same-sex activities than children who failed this task. Contains 17 and produced for cable television broadcast a public/government access television program that featured the work of the Board through discussion of issues related to children and families. The program was aired three times daily by the county government access channel, and twice weekly by the cable company that helped produce it and by the other major cable company serving the county. Results of audience estimates and pre- and post-broadcast surveys indicated that the cable television show reached a larger proportion of county residents than the Board alone could reach, that the show permitted in-depth discussion of issues over a sustained period of time, that it allowed the Board to maintain control of the intended message, and that the program increased dramatically the number of times the Board was mentioned in the media. Although there was an improvement in measures of changed awareness among the evaluation group, the change was not as great as anticipated. The survey instrument is appended. (Author/HTH)

ED 382 312 PS 022 956

Moving America to the Head of the Class: 50 Simple Things You Can Do.

SPONS. AGENCY- American Federation of Teachers, Washington, D.C.; Business Roundtable, Washington, DC.; Department of Education, Washington, DC.; National Alliance of Business, Inc., Washington, D.C.; National Governors' Association, Washington, D.C.

PUB DATE- 94

NOTE- 21p.; Contains photographs which may not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Academic Standards; Administrators; Educational Attitudes; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Employers; *Parents as Teachers; Preschool Education; *School Readiness; School Support; Teachers

IDENTIFIERS- National Education Goals 1990

This booklet lists ways that parents; employers; teachers, administrators, and principals; and grandparents, neighbors, and concerned citizens can help America reach the National Educational Goals. First, the booklet summarizes the National Educational Goals in the areas of school readiness; school completion; student achievement and citizenship; mathematics and science; adult literacy and lifelong learning; safe, disciplined, and alcohol- and drug-free schools; teacher education and professional development; and parent participation. Next, 19 specific activities for parents are listed in the areas of "Expect Everyone To Read," "Expect Hard Work," "Expect More," and "Expect Learning To Be a Round-the-Clock Endeavor." The next section lists nine ways that employers can support education under the headings of "Expect Good Students To Make Better Workers," "Expect Good Parents To Make Better Workers," and "Help Schools and Kids Expect More." The 12 recommendations for teachers, administrators, and principals fall in the categories of "Expect More," "Expect Everyone To Get into the Act," and "Be a Part of a Teaching and Learning Community." Finally, 10 ways are recommended in which grandparents, neighbors, and concerned citizens can raise the expectations of children, parents, and school officials. (AC) programs and practitioners; (2) Head Start reauthorization and family literacy; (3) the 1994 National Conference on Family Literacy; (4) a collaborative project between Turner Network Television (TNT) and the NCFL that showcases the "Dr. Seuss" animated television programs and promotes literacy on the TNT cable station; (5) outreach to bilingual families; (6) the 1995 National Conference on Family Literacy; (7) the U.S. Department of Education's "Strong Families, Strong Schools" program; and (8) parent involvement. (MDM)

ED 382 333 PS 023 119

Connors, Lori J.
Small Wins: The Promises and Challenges of Family Literacy. Center on Families, Communities, Schools and Children's Learning. Report No. 22.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Adult Literacy; *Adults; Cooperation; *Educational Attitudes; Elementary Education; Middle Schools; Models; Parent Attitudes; Program Descriptions; Program Development; Program Effectiveness; *School Activities; Student Evaluation
IDENTIFIERS- *Family Literacy

This report examines the effectiveness of elementary school-based family literacy programs and describes the first year evaluation of a middle-school-based family literacy program in Baltimore, Maryland. In section one it reviews the literature on adult education and early childhood intervention and proposes a hypothesis of the broad pathways by which family literacy programs might impact adults and children. Four family literacy programs are used to illustrate the gains achieved by such programs. In section two, the report describes the evaluation of a middle-school-based family literacy program and identifies the challenges of implementing a family literacy program at this level of schooling. Based on classroom observations, interviews, and individual outcome measures, the evaluation revealed small but encouraging accomplishments. It found that adult participants had positive attitudes toward education, often did their own homework together with their children, and improved the use of literacy skills in their daily lives. In section three, the report discusses the need to clarify program labels and goals, develop successful collaborations, improved measures of adult literacy, the impact of evaluation on program staff, and the efficacy of middle schools as sites for family literacy programs. (Contains 47 references.) (MDM)

ED 382 334 PS 023 131

Valuing Families: The High Cost of Waiting for Child Care Sliding Fee Assistance. A Study of Families on the Child Care Sliding Fee Waiting List in Hennepin County, Minnesota. With Summary Report.
SPONS. AGENCY- Minneapolis Foundation, Minn.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English

primary program implementation. The study presented three major conclusions. First, all ten change characteristics had an impact on the implementation process in the successful primary school; however, some characteristics had more impact than others, thus the findings came under three levels. Level one change characteristics--collaborative leadership--played the key role in the implementation of the primary program. Level two characteristics--training, risk-taking, teamwork and collaboration, communication and information, and evaluation and revision--had a secondary influence on program implementation. Level three characteristics included vision, support systems, planning time, and recognition and resolution of barriers. The second conclusion presented by the findings was that one factor which contributed to successful primary program implementation was the school's principal, who employed effective change characteristics during the implementation process. The third conclusion was that the school was change-oriented even before the 1990 primary program mandate, and continued to be so during implementation. Contains 65 references. (Author/HTH)

ED 382 354   PS 023 204

Lamb, Beth; Logsdon, Phyllis
Positively Kindergarten: A Classroom-Proven, Theme-Based Developmental Guide for the Kindergarten Teacher.
PUB DATE- 91
NOTE- 146p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Problems; Bulletin Boards; Classroom Environment; Classroom Techniques; *Kindergarten; Kindergarten Children; Learning Centers (Classroom); Parent Participation; *Preschool Teachers; Primary Education; *Teacher Role; *Teaching Experience; *Thematic Approach
IDENTIFIERS- Developmentally Appropriate Programs; Fingerplays

This book is based on the experiences of many kindergarten teachers and explains teaching practices proven to be effective in the kindergarten classroom and the theoretical basis for them. The book consists of seven chapters. Chapter 1, "A Framework for Teaching," provides a discussion of research, chronological and behavioral age, developmental placement and self-esteem. Chapter 2, "The Kindergarten Classroom," discusses the physical organization of the classroom, parent conferences before school begins, the first day of school, scheduling, and the end of the school year. Chapter 3, "Planning and Using Unit Themes," contains information on planning, implementation, and suggested themes. Chapter 4, "A Day in Kindergarten," describes starting the day, show and tell, the calendar, discussion, worktime, outdoor play, activities in art, writing, reading, mathematics, science, and music, and fingerplays, poems, snack and game time. Chapter 5, "Building Partnerships with Other Adults," includes strategies for working with colleagues, administrators, and parents. Chapter 6, "Resources," provides information on bulletin boards, unit themes, fingerplays and activity poems, crafts, and games. Contains 45 references. (DR)

ED 382 355   PS 023 212

Kahn, Peter H., Jr.
A Developmental Inquiry into Biophilia: Children's Affiliation with Nature.

options, examples, and suggestions for encouraging creative and critical thinking. Chapter 1, "Project Purposes", helps teachers to determine the uses of portfolios. Chapter 2, "Collect and Organize", describes ways for developing and organizing portfolios. Chapter 3, "Select Key Artifacts" offers guidelines on what items should be included; Chpater 4, "Interject Personality" proposes ideas pertaining the appearance, design, and texture of a portfolio. Chapter 5, "Reflect Metacognitively" explores ideas for metacognitive reflection. Chapter 6, "Inspect to Self-Assess" refers to students' reviewing their short- and long-term goals while thinking about how the portfolio reflects those goals. Chapter 7, "Perfect and Evaluate," and chapter 8, "Connect and Conferences" propose methods for evaluating portfolios and using them for meaningful feedback. Chapter 9, "Inject/Eject to Update", proposes ways for keeping portfolios updated. Finally, chapter 10, "Respect Accomplishments" is devoted to the art and skills of exhibiting a portfolio. A sample portfolio is presented in the concluding chapter. Contains 60 references. (AA)

ED 382 374 PS 023 260

Lazear, David
Seven Ways of Teaching: The Artistry of Teaching with Multiple Intelligences.
PUB DATE- 91
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Classroom Environment; Classroom Techniques; *Cognitive Style; *Curriculum Design; Elementary Secondary Education; *Instructional Materials; Interpersonal Competence; Kinesthetic Perception; Language Aptitude; *Learning Activities; Mathematical Aptitude; Music; Problem Solving; Social Cognition; Spatial Ability; Student Evaluation
IDENTIFIERS- Gardner (Howard); *Multiple Intelligences; Self Awareness

This guide provides a rationale and approach for translating Howard Gardner's theory of multiple intelligences into classroom practice. The introduction explains Gardner's theory, gives the definitions of the seven intelligences he identifies--verbal/linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical/rhythmic, interpersonal, intrapersonal--and defines specific capacities that are related to these intelligences. The seven chapters present model lessons that emphasize one of the intelligences as the primary mode of knowing and learning. Each of these lessons includes: (1) a lesson pallet that helps teachers select the appropriate tools for the intelligence being emphasized; (2) a brief overview of the processes of awakening, amplifying, teaching and transferring as they apply to the intelligence being emphasized in the lesson; (3) the lesson procedures; (4) suggestions for adapting the lesson to needs different from the proposed grade level; (5) assessment tips; (6) lesson pallets designed to help teachers reflect on how a past or future lesson could be restructured to incorporate the intelligence being emphasized in the lesson; and (7) a chart of ideas for lessons in a given intelligence area. The appendices contain helpful examples of lesson procedures and graphic organizers, a glossary, and 110 references. (AA) included in an expanded and improved staff handbook. Post-training results from staff surveys and questionnaires indicated a substantial increase in staff awareness of health and safety procedures, employee benefit policies, and standard ethical practices. Thirteen appendices contain copies of various handouts used in the training sessions, staff questionnaires, and questionnaire results. (Contains 16 references.) (MDM)

ED 382 394 PS 023 297

Hicks, Lynley; And Others
Social Goals and Achievement Goals in Early Adolescence.
SPONS. AGENCY- National Center for School Leadership, Urbana, IL.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 16p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995). This research was conducted in cooperation with Middle School Coalition Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Early Adolescents; Grade 7; Junior High Schools; *Junior High School Students; Middle Schools; Objectives; *Peer Relationship; Sex Differences; *Social Responsibility; *Student Attitudes; Student Educational Objectives
IDENTIFIERS- Middle School Students

This study examined the relationship between students' self-reported goals of being socially responsible and of forming relationships with peers, to their achievement goals in English and mathematics. The sample consisted of 175 male and 138 female seventh-graders from a predominantly white, lower middle-class middle school. The study found that social responsibility goals were positively related to task goals and relative ability goals, and negatively related to extrinsic goals. Students who aimed to be socially responsible were likely to engage in their academic work to gain a personal sense of mastery or to demonstrate their ability in comparison to others, and not out of a desire to get extrinsic rewards such as grades. Social relationship goals were found to be positively related to both task goals and relative ability goals. Social relationship and extrinsic goals were unrelated in English and were negatively related in math. In addition, gender was a significant predictor of extrinsic and relative ability goals, with males being more likely to pursue extrinsic goals. Contains 16 references. (MDM)

ED 382 395 PS 023 299

Lombardi, Joan; And Others
A Review of Public Policies Affecting the Quality of Early Childhood Services for Low-Income Families.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; Cooperation; *Day Care;

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Census Figures; Child Welfare; Counties; *Demography; Educational Attainment; Employment Patterns; Metropolitan Areas; Nonmetropolitan Areas; Population Trends; Poverty; *Rural Urban Differences; *Socioeconomic Influences; Tables (Data); *Welfare Recipients
IDENTIFIERS- *Aid to Families with Dependent Children; Human Ecology; *Texas

This paper examines patterns of change in the number of Aid to Families with Dependent Children (AFDC) recipients in nonmetropolitan and metropolitan Texas counties, 1980-1990. Specifically, the paper analyzes how changes in AFDC enrollment can be explained by demographic and socioeconomic characteristics and the extent to which factors explaining AFDC usage vary in metropolitan and nonmetropolitan areas. Data on the number of AFDC recipients for years 1980 and 1990, changes in AFDC recipients from 1980 to 1990, and percent changes in AFDC recipients from 1980 to 1990 were statistically analyzed with regard to population characteristics; work force patterns; environmental variables such as household income, poverty level, unemployment rates, and educational attainment; and accessibility (as indicated by metropolitan or nonmetropolitan status). Results indicate that population characteristics such as total size, rurality, age, race, and marital status were the most dominant variables in explaining the number of AFDC participants. However, over the 10-year period, environmental and organizational variables also played important roles in predicting changes in AFDC enrollment. It was also evident that factors significantly related to AFDC enrollment were more varied in number and conceptual bases in 1990 than in 1980, and in nonmetropolitan than in metropolitan areas. Includes numerous data tables. (LP)

ED 382 414 RC 019 963

Velazquez, Loida C.
Migrant Farmworkers' Perceptions of Schooling, Learning, and Education.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Case Studies; Cultural Differences; Dropouts; *Educational Attitudes; Elementary Secondary Education; *High School Equivalency Programs; Hispanic Americans; *Migrant Adult Education; *Migrant Workers; Relevance (Education); *School Attitudes
IDENTIFIERS- North Carolina

Migrant workers have the highest school dropout rate, larger than any other major sub-group, in the United States, and a very low rate of participation in adult basic education programs. This paper reports on an ethnographic study exploring the early schooling, education, and family support for learning in a migrant community in North Carolina. Data were gathered through informal conversations and semistructured interviews with 27 migrant farmworkers. The migrant adults interviewed presented a common perception of negative schooling experiences. Those who had tried to continue their education through traditional adult education programs had been generally unsuccessful. It was only

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alcohol Abuse; Change Strategies; Child Abuse; *Community Action; Community Involvement; Community Programs; *Community Study; *Crime Prevention; Drug Abuse; Elder Abuse; Public Affairs Education; Rape; Recidivism; *Rural Areas; Rural Urban Differences; Suicide; *Victims of Crime; *Violence
IDENTIFIERS- Firearms

This report details unique characteristics of rural violence and outlines 88 strategies to prevent violent behavior, improve services for victims, and reduce recidivism. According to the U.S. Department of Justice, rape, assault, and robbery rates tripled in rural communities from 1965 to 1992. Rural violence differs from urban violence in several key ways: rural victims of violence are much more likely to know their assailants than victims in urban areas; rural victims are more likely to report that the perpetrator was using alcohol as compared to urban victims; and while crime rates in rural areas are generally lower than urban or suburban areas, rural women are just as likely to experience violence at the hands of an intimate partner as their urban and suburban counterparts. Efforts that make a difference across all categories of violence include reducing drug and alcohol abuse, increasing community collaboration and education, reducing poverty, increasing the availability of health care and safe places for victims, and restricting access to firearms. The first part of the report lists strategies pertaining to physical assault, child abuse, rape and sexual assault, domestic abuse, elder abuse, suicide, and bias (hate) crimes. Strategies are categorized according to the research information available about their effectiveness. Those strategies that have been applied and studied in rural areas are specifically noted. Most strategies are followed by a reference number indicating a brief summary of the strategy in the appendix. The second part of the report includes a set of worksheets to help communities monitor violence and prevention efforts and assess the level of services available for dealing with violence. Contains 106 references. (LP)

ED 382 431 RC 020 094

Kids Count in Nebraska, 1994 Report: A Second Look.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 94
NOTE- 31p.; Photographs and figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; Blacks; Census Figures; Child Health; *Children; Child Welfare; Day Care; Delinquency; *Demography; Elementary Secondary Education; Hispanic Americans; Housing; *Low Income; *Metropolitan Areas; *Nonmetropolitan Areas; Poverty; Preschool Education; Rural Education; *Social Indicators; Welfare Recipients; Welfare Services; Whites
IDENTIFIERS- *Nebraska

This document reports demographic data on children living in Nebraska for the year 1994. The report focuses on children living in households with low incomes, defined as below 185 percent of the federal poverty level. Sources of information include census data and reports from Nebraska state agencies. Data indicate that 30 percent of Nebraskans are children ages 19 and under and that slightly more than half of Nebraska's

Projects; (10) Key Contact Directory; and (11) Public Health Service Life Sciences Education and Science Literacy Board Members. Contains a 94-item bibliography. (ZWH)

ED 382 450   SE 055 869

Scientific and Engineering Research Facilities at Universities and Colleges, 1994. Volume II: Detailed Statistical Tables.
PUB DATE- Sep 94
NOTE- 204p.; For Volume 1, see ED 376 069.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Research; *Engineering; *Facility Inventory; Higher Education; Science Education; Science Facilities; Science Laboratories; *Scientific Research
IDENTIFIERS- National Science Foundation

Universities and colleges are a critical component of the nation's research system. The condition and availability of research facilities at these institutions influence the work of current and future scientists. Recognizing the need for information on the amount and quality of scientific and engineering (S&E) research space, Congress mandated that the National Science Foundation gather this information and report it to Congress. This document reports on the results of a 1994 survey on the nation's academic research facilities and places these findings in historical context by comparing current results with those from earlier surveys. Key questions regarding S&E research space in research-performing universities and colleges include: (1) How much space is available for S&E research, and how has this changed over time? (2) How much more space is needed? (3) How good is the existing space, and what improvements are needed? (4) What is being done to address these needs? (5) Where does the money come from? and (6) What more remains to be done? The final section profiles Historically Black Colleges and Universities (HBCUs) and a select group of academic institutions that are primarily oriented to undergraduate education. Appendixes include technical notes, lists of sampled institutions, and the survey questionnaire. Contains 12 references. (ZWH)

ED 382 451   SE 055 881

McGinnis, J. Randy
So You Want To Use a Class LISTSERV in Your Science Methods Class: Insights Shared on Nurturing Along a Virtual Community Outside the Graduate Science Methods Classroom.
PUB DATE- Jan 95
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Education of Teachers of Science (Charleston, WV, January 5-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Course Evaluation; Elementary Education; Higher Education; *Methods Courses; Science Curriculum; *Science Instruction; *Telecommunications
IDENTIFIERS- *Listservs

This paper summarizes one semester's use of a class LISTSERV with a graduate elementary science education course (n=9). Data were collected on student comments regarding the class LISTSERV from nonstructured interviews, E-mail inquiries, and an end-of-intermediate, and unsuccessful students' performances which were resulted from the pre- and post-treatments. The findings obtained were based on verbal protocols of (n=12) high school students before, during, and after the experiment. Results indicated that high quality of self-explanations promote better understanding of the chemical concepts and principles. (Author)

ED 382 473 SE 056 281

Caggiano, Mary E.; And Others
A Pilot Study of an Electronic Community of Interdisciplinary Secondary Science Teachers.
PUB DATE- Apr 95
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Cooperation; Educational Technology; High Schools; Science Education; *Science Teachers; *Secondary School Teachers; *Telecommunications; Use Studies
IDENTIFIERS- *Internet

The focus of this study was to understand and describe the nature of a professional community of interdisciplinary science teachers linked together through a telecommunications network. Thirty two high school science teachers participated in a 2 week summer institute. Patterns of teacher participation and changes within this community were detected from the frequency and use of electronic mail, bulletin boards, conferencing, and software sharing. The high school science teachers from this study spent a minimum of 2 hours per week becoming acquainted with a commercial telecommunications system for one month prior to a summer institute and continued to interact with one another during their school year following the summer program. Interactions on-line were coordinated, collected, and supported by the community's facilitator. Pre-workshop electronic activities included tasks to assist teacher familiarity with the network, public bulletin board sections for socializing, sharing resources, and obtaining information about the workshop. Post-workshop interactions have been initiated by the teachers and coordinated by the facilitator and other workshop staff to include professional support for: resources for classroom maintenance, new classroom strategies, and opportunities for sharing teacher resources. These preliminary results indicate a strong potential for developing a collaborative community of professional practitioners. Contains 48 references. (Author)

ED 382 474 SE 056 283

Lederman, Norman G.
Translation and Transformation of Teachers' Understanding of the Nature of Science into Classroom Practice.
PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

understanding early and middle grade children's development of historical time awareness. The study sought to embed children's time awareness in a sociocultural framework, and to move beyond linguistic symbol systems to incorporate visual data sources. The researchers began with three assumptions: (1) people make sense of and to one another to the extent that they share ways of making meanings; (2) people from different communities tend to have different ways of making meaning so that historians, as a community, tend to make sense out of historical data differently than physicists might; and (3) if educators are to communicate with children about history, they need to understand children's sense making in this area. The paper argues, in conclusion, that history, especially for children, is not a single domain. Rather, history is made up of intersecting domains, each marked by semiotic practices that provide the context against which, history, whether written, oral, or visual, is recognizable and meaningful. In order to better understand children's thinking about time specific historical material, the study drew on a cross disciplinary framework, relating social semiotics, film, and media theory to the small body of work on children's historical/chronological thinking already extant. An appendix of nine historical photographs, and an appendix outlining interview protocol conclude the paper. (Contains 42 references.) (Author/DK)

ED 382 493 SO 024 552

Bell, Earl
Response to the Proposed United States History Standards from Reconstruction through the Present.
PUB DATE- Apr 94
NOTE- 7p.; Prepared by the United States History Focus Committee.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; Curriculum Development; Elementary Secondary Education; *History Instruction; Social Studies; *United States History
IDENTIFIERS- *National History Standards; Organization of History Teachers

This paper presents the position of the Organization of History Teachers (OHT) regarding the development of national history standards by the National Standards Project. The OHT position suggests that the Project should recognize that standards aiming for excellence in precollege history teaching require changes in the education of teachers, the retraining of current practitioners, the rewriting of textbooks, and heightened expectations for student achievement. The OHT recognizes the inherent political volatility of fashioning a single set of history standards in the ethnically diverse culture of the United States. But the organization warns that the existing void in instructional guidance in history and the social sciences, the inequalities in educational opportunities for U.S. children, the persistent gaps in the historical knowledge of U.S. students, and the inadequacy of teacher training in history infuse the effort with a special sense of urgency. The OHT strongly recommends that themes be included in the standards that would help draw together and make connections between historical epochs as well as between vast amounts of disparate information. Suggested themes include: (1) the tension between the individual the community; (2) the ever-broadening definitions of freedom and equality; (3) the impact of money and banking on the economy; (4) war and social change;

ED 382 515 SO 025 024

Antidote: Civic Responsibility. Arizona Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 17p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Arizona; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Arizona state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 516 SO 025 025

Antidote: Civic Responsibility. Arkansas Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 20p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Arkansas; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Arkansas state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 540 SO 025 049

Antidote: Civic Responsibility. New York Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 16p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *New York; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on New York state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 541 SO 025 050

Antidote: Civic Responsibility. North Carolina Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 18p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *North Carolina; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on North Carolina state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC) in shared decision making since the 1988 school reform; (2) 70 percent stated that a collaborative relationship existed between principal and teachers, but that teachers generally yielded to the principal's opinion; (3) teachers did not believe that students were improving or that there was more parent participation; (4) 60 percent of the respondents participated in shared decision making; and (5) 73 percent believed that shared decision making by teachers has led to innovations or new activities at their schools. A copy of the study instrument with teacher responses is included. (Contains 23 references.) (JB)

ED 382 563   SP 035 818

Berry, Shirley Ann
Teachers' Opinion of Computer-Assisted-Instruction (CAI).
PUB DATE- Dec 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Drills (Practice); Elementary School Teachers; Elementary Secondary Education; *Instructional Effectiveness; Opinions; Secondary School Teachers; *Teacher Attitudes
IDENTIFIERS- Chicago Public Schools IL

This paper reviews literature on the effectiveness of computer-assisted instruction (CAI) and reports on the results of a survey of teachers' opinions of CAI. The literature review indicates that CAI exerts small but positive effects on learning but is not a miracle cure, and more evaluation of it is needed. A survey was conducted of 30 teachers who use CAI in the Chicago (Illinois) Public Schools. According to the findings, teachers felt that CAI should begin as early as kindergarten and that CAI prepares students for the world of work, but they felt that CAI basically involves learning how to play games on the computer and students will become bored with it. Teachers disagreed with statements that CAI was better than traditional teaching, that students are more motivated by computers than by teachers, that drill and practice diminishes the students' ability to learn how to learn, and that CAI denies students the opportunity to theorize and reason. The majority of the teachers felt that CAI enhanced student achievement and enabled children to pace their own learning. The paper concludes that teachers are mixed on their acceptance of CAI as it relates to their own needs and as an enhancement to their students' achievement. (Contains 14 references.) (JDD)

ED 382 564   SP 035 834

Charles, Gregory Stewart; Karr-Kidwell, PJ
Effective Principals, Effective Schools: Arriving at Site-Based Decision-Making with Successful Principals and Teacher Participation.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Practices; Foreign Countries; Futures (of Society); *Higher Education; Models; *Part Time Students
IDENTIFIERS- *United Kingdom

This book considers the meaning of part-time higher education, illustrates its scope, and looks at its relation to higher education as a whole. It provides a guide to the past, present, and future of part-time higher education in the United Kingdom. The book describes the institutions and students involved, and the context in which they operate. The position of part-time higher education in the United Kingdom is compared with that found in other developed countries. The case for part-time higher education is argued in terms of its value by comparison with full-time higher education. Alternative models of higher education are explored, and the prospects for the future development of part-time forms of provision are examined. (Contains approximately 400 references.) (JDD)

ED 382 103 HE 028 304

Miller, Henry D. R.
The Management of Change in Universities: Universities, State and Economy in Australia, Canada and the United Kingdom.
PUB DATE- 95
NOTE- 183p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Deans; Administrator Attitudes; *College Administration; Comparative Education; *Economic Factors; *Educational Change; Educational History; Foreign Countries; Governance; *Government Role; *Higher Education
IDENTIFIERS- *Australia; Canada; *United Kingdom; University of Aston (England)

This book explores the varying meanings and impacts of management and market on higher education. The book gives an historical account of the main characteristics of higher education systems in Australia, Canada, and the United Kingdom, focusing on developments in governance since World War II. There follows a discussion of the relationships of state and economy to the management of universities. The book describes and analyzes the institutional level of university management, and a case study account is given of one university's management (University of Aston in Birmingham, England). Perceptions and comments of senior academics who have come to occupy managerial roles are offered, based on interviews with personnel in 15 universities. The final chapter draws together the various threads of the argument about the relationships among state, economy, and the management of universities and how these affect the situation and work of academics. The book presents continuing themes about the nature, purpose, and control of academic work, particularly "professionalism" and "proletarianization" and the "corporatist" character of the states, economies, and management structures and styles. It comments on theoretical perspectives used and their applicability, and on prospects and choices for the future. An appendix lists the interview questions posed to academics and administrators. (Contains approximately 200 references.) (JDD)

ED 382 104 HE 028 305

Barnett, Ronald
Improving Higher Education: Total Quality Care.
PUB DATE- 92

National Postsecondary Student Aid Study

This report examines the participation of older undergraduates, above age 24, in postsecondary education using data from the 1989-90 National Postsecondary Student Aid Study (NPSAS:90) and the 1990-92 Beginning Postsecondary Student Longitudinal Study (BPS:90/92). It profiles older undergraduates and compares them with younger undergraduates with regard to demographic and socioeconomic characteristics, enrollment patterns, how they combine working with studying, and the types, sources, and amounts of financial aid they receive. It describes the participation of selected subgroups of older undergraduates including those employed full time, those enrolled full time, those enrolled less than half time, those assisted by their employers, those without high school diplomas, and single parents. Examination of persistence and attainment among older students who enrolled in postsecondary education for the first time in 1989-90 covers combining working and studying, participation in campus activities and programs, and controlling factors related to persistence. Some of the report's highlights include: (1) in 1989-90, 42 percent of all undergraduates were 24 years or older; (2) a majority of older undergraduates were married and had dependents other than a spouse; (3) 59 percent of older undergraduates attended a public less-than-4-year institution (compared with 33 percent of younger undergraduates). Appendixes contain a glossary, technical notes, and information on methodology. (JB)

ED 382 123   HE 028 324

Eckard, Johnna S.
Correlating Attitudes and College Majors among Undergraduate Women.
PUB DATE- Apr 95
NOTE- 81p.; Abstract of a Master's Thesis, Chadron State College.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Academic Achievement; *College Students; Education Work Relationship; Father Attitudes; *Females; Higher Education; *Majors (Students); *Mathematics; Mother Attitudes; Relevance (Education); Self Esteem; Sex Role; *Student Attitudes
IDENTIFIERS- *Chadron State College NE; *Fennema Sherman Mathematics Attitudes Scales

This study tested whether the attitudes of 153 undergraduate women, students at Chadron State College (Nebraska), toward mathematics would predict the math-relatedness of their chosen college majors. In particular the study examined the students' confidence in learning mathematics, perceived mothers' attitudes toward the student as a learner of mathematics, perceived fathers' attitudes toward the student as a learner of mathematics, attitude toward success in mathematics, perception of mathematics as a male domain, and perceived usefulness of mathematics. All students were volunteers, 19 years or older and enrolled in general studies classes. Using six of the Fennema-Sherman mathematics Attitudes Scales intermixed into one instrument, scores were correlated with the math-relatedness of each college major listed by the participants. Math-relatedness was defined using a scale developed for the study. Multiple regression analysis revealed only one scale (usefulness of mathematics) that significantly predicted the math-relatedness of college major choice although Pearson product-moment correlations generally supported the hypothesized correlations of the attitudinal scales with math-relatedness. Appendixes contain forms and instruments from the

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ethical Instruction; *Ethics; Higher Education; Law Schools; *Legal Education (Professions); *Needs Assessment; Professional Continuing Education; Professional Development; Self Evaluation (Groups); State Standards
IDENTIFIERS- *MacCrate Report; *New Mexico

This paper describes how the Minimum Continuing Legal Education Board (MCLE) of the Supreme Court of New Mexico used the "MacCrate Report" to start a process of identifying the need for practical training in ethics education for legal professionals. The report, "Legal Education and Professional Development--An Educational Continuum" (1992), better known as the MacCrate Report, has as a primary emphasis a section on fundamental lawyering skills and values of the profession as well as the continuum nature of professional legal education. Based on the report, a training needs assessment instrument concerning fundamental lawyering skills was developed. Contrary to some expectations, the instrument did not include a section pertaining to self-assessment of "competence in values." This controversy started a review to determine the extent to which ethics is taught in legal education, both in the law school and continuing legal education programs. Ethics was found to be extremely neglected in both settings. (Contains 18 references.) (DB)

ED 382 143 HE 028 344

Graduates and ABDs in Colleges of Education: Characteristics and Implications for the Structure of Doctoral Programs.
PUB DATE- 22 Apr 95
NOTE- 65p.; Papers presented at a symposium presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Collected Works - General (020)
DESCRIPTORS- Academic Advising; Academic Aspiration; *Academic Persistence; *Doctoral Degrees; *Doctoral Dissertations; Faculty Advisers; Females; Graduate Study; Higher Education; Nontraditional Students; Schools of Education; *Student Characteristics; Student Motivation
IDENTIFIERS- *All But Dissertation

This monograph is comprised of five papers originally presented at a symposium concerning degree completion or non-completion (ABDs--"all but dissertation") of doctoral students in colleges of education. The first paper is by Raymond Kluever and is titled "ABDs and Graduates from a College of Education: Responsibility, Barriers, and Facilitators." Results found graduates more likely than non-graduates to be in on-campus programs and to rate themselves as independent and resourceful but less likely to rate as important assistance with beginning and implementing the dissertation. The second study, "Academic Procrastination and Perfectionism: A Comparison of Graduates and ABDs" (Kathy E. Green) found mean scores for cognitive and affective factors resulting in procrastination were significantly higher for ABDs than for graduates. The third paper is "Factors Affecting the Completion of the Doctoral Dissertation for Non-Traditional Aged Women" by Kathryn Lenz. This study found "completers" were enabled by: a stimulating, exciting topic; a caring advisor; and family and peer support.

perspectives and methods of research in technology and teacher education. Titles are: "Research Methods and Paradigms in Technology and Teacher Education" (Hersholt C. Waxman and George W. Bright); "Past and Future Stages in Educational Computing Research" (Cleborne D. Maddux); "Contexts for Research on Technology and Teacher Education" (Richard T. Johnson); "Technology and Teacher Education: A Research Development Agenda" (Jerry Willis); "A Systems Integration Approach to Researching the Role of Technology in Professional Development" (Douglas Brooks); "Current Research in Technology and Teacher Education: Three Phases of Our Mission" (D. LaMont Johnson and Steven D. Harlow); "Experimental and Quasi-Experimental Research in Technology and Teacher Education" (Kip Tellez); "Survey Research and Content Analysis Research in Technology and Teacher Education" (Greg Brownell); "Meta-Analysis in Technology" (Yuen-Kuang Liao and George W. Bright); "Ethnographic Research in Technology and Teacher Education" (Dianne Novak-Aitken); "Systematic Classroom Observations of Technology Use" (Juanita V. Copley and Susan E. Williams); "The Future of Research on Technology and Teacher Education" (George W. Bright and Hersholt C. Waxman). References are provided after each paper. (AEF)

ED 382 163   IR 017 094

Cain, Lu
Using Technology To Enhance Student Learning Outcomes.
PUB DATE- 95
NOTE- 52p.; Practicum I Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Computer Uses in Education; Courseware; Educational Resources; *Educational Technology; Elementary Education; Grade 3; Grade 4; Grade 5; Laboratories; *Language Arts; Lesson Plans; Teacher Attitudes; Teaching Methods

This practicum was designed to increase the use of computer technologies, which would enhance student learning outcomes. The primary goal was to improve the language arts skills of third, fourth, and fifth grade students by using specific software and related activities. A secondary goal was to raise teachers' computer comfort levels and skills. With the help of classroom teachers, software was selected and units of study were incorporated with the selected software. Software training sessions were conducted with teachers prior to using the software with their students. Teachers were also assisted in conducting computer lab sessions in which students published their writing. Positive results were perceived from the 12-week implementation. Teachers gained expertise and confidence in using computers. Students independently chose to access academic software programs, and the number of lesson plans including computer software as an instructional resource rose from less than 3% to more than 24%. Five expected outcomes are listed, all of which were met or exceeded through this practicum. Data is presented in seven tables. (Contains 19 references.) (MAS)

ED 382 164   IR 017 095

Amico, Jennifer Z.
Improving Computer and Technology Integration in a School Setting.
PUB DATE- 95
NOTE- 56p.; Practicum I Report, Nova Southeastern University.

reactions provided early indications that the tool makes prototyping easier, and that it supports a fairly wide range of applications within the limits set by the model. A table summarizes GBSs created in the prototype testing, and two figures illustrate the application. (Contains 15 references.) (MAS)

ED 382 181 IR 017 118

Hoadley, Christopher M.; And Others
Networked Multimedia for Communication and Collaboration.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication (Thought Transfer); Computer Interfaces; *Computer Mediated Communication; Computer Networks; *Cooperative Learning; *Group Discussion; Multimedia Instruction
IDENTIFIERS- *World Wide Web

Networked multimedia is described as a tool for collaborative learning, focusing on learning through discussion. It is proposed that multimedia may be used to structure and enhance communication, thereby promoting learning. The background and application of collaborative learning is outlined. Several dimensions of media which influence the evolution of its use are examined. Two examples of multimedia discussion tools are used as illustration: The Multimedia Forum Kiosk (MFK) and SpeakEasy, a discussion tool for World Wide Web (WWW). MFK is an interface for discussion that makes use of multimedia for socially relevant representations. MFK has two intended effects: to allow the user to internalize and learn from the community knowledge base, and to augment the knowledge base by synthesizing new ideas. SpeakEasy, currently an experimental discussion tool for WWW, builds upon the ideas of MFK. Because it is accessible via network, it is a different-times, different-places type of communication medium. As participants make assertions, questions, and responses to one another about various issues, a structured, graphical representation emerges making conceptualization of the discussion possible. Five figures illustrate the applications. (Contains 32 references.) (MAS)

ED 382 182 IR 017 119

Gatlin, Rebecca; And Others
Word Processing Competencies.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Communication; Computer Oriented Programs; *Computer Software; Editing; *Minimum Competencies; Office Automation; Office Occupations; *Word Processing
IDENTIFIERS- *United States (South Central)

Research indicates that people tend to use only five percent of the capabilities available in word processing software. The major objective of this study was to determine to what extent word processing was used by businesses, what competencies were required by those businesses, and how those competencies were being learned in Mid-South states. A questionnaire was mailed electronic resources. Documentation is provided from 22 universities, and a selected reading list contains 49 sources. The SPEC survey instrument is included. (AEF)

ED 382 201 IR 055 481

Riordan, Dale B.
Resources for Topics in Nursing.
PUB DATE- 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Citations (References); Dictionaries; Encyclopedias; Higher Education; Indexes; Library Catalogs; Library Materials; *Nursing Education; *Nursing Research; *Reference Materials; *Research Tools; *Resource Materials

This guide is intended to help the user become familiar with a selected group of reference tools and resources which are useful in nursing education and practice. It is important for students to use the correct medical or scientific terminology, understand the scope of a topic, and then utilize the tools necessary to research subjects of interest. This guide introduces students to the types of literature available and the components of the research process. The following types of literature are defined and useful references of each type are given: guides to the nursing literature (1 reference); guides to the research process (11 references); dictionaries and encyclopedias (9 references); online catalog; periodical indexes (15 references); computer searches; research reviews (9 references); drug information (3 references); handbooks and manuals (9 references); statistical data (5 references); style manuals (1 reference); and writing and communication aids. Instructions are provided on finding reviews of recent research, books, support information, and journal articles on users' topics and using Library of Congress subject headings, Atkins Library's Periodicals and Serials List (PASL), government documents, computer searches, and interlibrary loan. (MAS)

ED 382 202 IR 055 482

Riordan, Dale B.
Selected Resources on Bioethics.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Bioethics; *Citations (References); Dictionaries; Encyclopedias; Indexes; Library Catalogs; Library Materials; *Reference Materials; *Research Tools; *Resource Materials

This guide is intended to help the user become familiar with a selected group of reference tools and resources related to bioethics. Bioethics can be defined as the study of ethical issues which arise in medicine and the life sciences. The literature in this field draws from both the sciences and the social sciences. The following types of literature are defined citations provide the ERIC document accession number. (MAS)

ED 382 220 IR 055 515

Brady, Mary Lou; Geile, Carole
Bibliography on Educational Futures: A Listing of Resources.
PUB DATE- May 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Planning; Elementary Secondary Education; *Futures (of Society); Higher Education
IDENTIFIERS- ERIC; Journal Articles

This bibliography contains information on educational futures. It is divided into three sections: a list of 31 book resources, a list of 81 journal articles, and a list of 44 ERIC (Educational Resources Information Center) resources. Each entry contains a complete bibliographic citation, and a brief summary of the resource when available. All information is listed alphabetically by author and title within each section. Topics include: general future educational outlooks, planning, and strategies; school reform; school/college partnerships; American business and education cooperation; view from the principal's office; education quality management; fuzzy logic; team building; multicultural education; partner schools; teacher education; dispute management in schools; instructional design; use of information technology; educational psychology; assessment in middle school grades; strategic planning; cooperative learning communities; needs assessment; distance education; gender differences; art education; education policy; restructuring urban schools; health and physical education; curriculum design; vocational industrial teacher education; social studies; global education; educational service agencies; and special education. (MAS)

ED 382 221 IR 055 516

Walter, Virginia A.
Output Measures and More: Planning and Evaluating Public Library Services for Young Adults.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 118p.; Part of the Public Library Development Program.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Literature; *Adolescents; Community Relations; Data Collection; Data Interpretation; Definitions; Evaluation Methods; Library Administration; Library Development; Library Guides; Library Materials; *Library Planning; Library Role; *Library Services; *Needs Assessment; *Public Libraries; Users (Information); Youth Programs

This document is a manual designed to improve library services to young adults. Information is divided into three parts: (1) "Applying the Planning and Role Setting Process to Library Services for Young Adults"; (2) "Evaluating the Results: The Measurement Process"; and (3) "The Output Measures." Part 1 discusses the Public Library Association planning and role setting process; organizational considerations; conducting the

ED 382 239 JC 950 209

WorkAbility: Making Careers More Accessible for Students with Disabilities at the Metropolitan Community Colleges. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 94
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Counseling; Community Colleges; *Disabilities; Education Work Relationship; Employment Potential; *Employment Programs; Equal Opportunities (Jobs); Job Skills; *Labor Force Development; *Outcomes of Education; Program Descriptions; *Program Effectiveness; Student Recruitment; Two Year Colleges
IDENTIFIERS- *Missouri (Kansas City)

The WorkAbility Program was a 3-year project initiated in October 1991 by the Metropolitan Community Colleges (MCC) in Kansas City, Missouri, to increase the employability of students with disabilities by addressing needs for career counseling, mentoring, job search skills preparation, and career-related work experiences. The five sections of this final report present data on outcomes and objectives, as well as supporting materials used in the project. The first section provides an overview of the project, while the second presents outcomes and programmatic adjustments related to eight goals: (1) recruit 300 students over the program period; (2) develop 45 employer worksites; (3) increase the employability of 270 recruited students; (4) place 225 students in career-related work experiences; (5) increase faculty and staff awareness of disabled students; (6) enable 75% of program graduates to transfer or find employment; (7) disseminate project information; and (8) institutionalize the program. This section indicates that 227 students participated in the program, 151 program participants improved their employability through job skills training, 106 program participants received career related work experiences, 60 employment sites were developed, and employee surveys indicated increased awareness of disability issues. Section III describes the program evaluation process, while section IV describes the impact of the program on disabled students and their counselors, community services providers, and faculty and staff. Finally, section V provides six appendixes containing student recruitment forms and handouts, employer training materials, faculty and staff training resources, information on dissemination efforts, evaluation instruments, and information on efforts to institutionalize the program in the MCC. (KP)

ED 382 240 JC 950 211

Bolge, Robert D.
Examination of the Learning and Psycho-Social Skills Needed by and Barriers for Remedial Students at Mercer County Community College.
PUB DATE- Nov 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

College.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Attrition (Research Studies); Community Colleges; Ethnic Groups; Longitudinal Studies; *Persistence; *Predictor Variables; Public Colleges; *School Holding Power; *Student Attrition; *Student Characteristics; Two Year Colleges

In an effort to improve retention and accountability at Patrick Henry Community College (PHCC), in Virginia, a study was undertaken to track first-time student cohorts entering in fall 1988 through fall 1992 and gather data on student demographics and outcomes. The study examined data for 721 students entering in fall 1988, 761 in fall 1989, 824 in fall 1990, 801 in fall 1991, and 736 in fall 1992, and included the following results: (1) retention rates after 1 year ranged from a low of 28.9% for the fall 1990 cohort to a high of 34.6% in fall 1988; (2) 40% of the fall 1988 cohort who left after 1 year had no intention of completing a degree or certificate program; (3) retention rates after 2 years were 17.5% for 1988, 18.5% for 1989, and 16.3% for 1990; (4) the most significant predictors of student retention, in order of importance, were student goals, hours enrolled per semester, number of credit hours completed, semester grade point average (GPA), and overall GPA; and (5) in general, attrition rates after 1 year were higher for female students, black students, part-time students, and those in the age ranges of 23-35 and 45-50. The study recommended that student classifications be taken into account when determining attrition rates and that PHCC should identify students who are first enrolled in unclassified academic categories and target them for retention programs and services. (KP)

ED 382 258   JC 950 241

Mohammadi, John
Graduating Student Survey, Academic Year 1992-1993.
PUB DATE- Mar 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Associate Degrees; *College Outcomes Assessment; Community Colleges; *Participant Satisfaction; *School Effectiveness; *Self Evaluation (Groups); *Student Attitudes; *Student Educational Objectives; Summative Evaluation; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Patrick Henry Community College VA

Patrick Henry Community College (PHCC), in Virginia, conducts annual surveys of graduating students to evaluate their satisfaction with the quality of services and instruction they received. In 1992-93, surveys were mailed to 296 students who were eligible to graduate in the spring and fall semesters of 1993, receiving responses from 37.5% (n=111). Study findings included the following: (1) 68% of respondents were female, 90% of students were white, and 10% were black; (2) 38% of respondents were receiving their associate degrees in arts and science, 32% were receiving certificates, 26% were receiving associates in applied science, and 4% were expecting diploma awards; (3) over 40% of students expressed an interest in enrolling at a four-year university, 18% had not decided about house training and resource materials were made available to all faculty. In addition, PC-based TRACKER software was developed to assist instructors in developing, categorizing, and analyzing instructional competencies and outcomes. TRACKER provides an easy method of maintaining student records concerning what outcomes have been achieved. TRACKER's investigations package enables instructors to run simple numerical and statistical tests on classroom data. The document includes a discussion of the terminology used in current instructional paradigms; a brochure explaining the QLO program; and an instructional booklet for faculty on the TRACKER system. (KP)

ED 382 276   JC 950 261

Burton, Lawrence; Celebuski, Carin A.
Technical Education in 2-Year Colleges. HES Survey Number 17.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Mar 95
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Curriculum; Community Colleges; Educational Trends; *Engineering Education; *Engineering Technology; National Surveys; *Partnerships in Education; Program Descriptions; Questionnaires; School Business Relationship; *Science Education; Tables (Data); Transfer Programs; *Two Year Colleges

Based on a January 1993 survey of 347 two-year colleges nationwide, this report describes aspects of engineering technology and science technology education and training in the nation's two-year colleges. Following introductory materials, the first chapter estimates the number of colleges offering engineering and science programs, reviews types of programs offered, and examines trends in associate degrees. This chapter estimates that of 1,325 colleges nationwide, approximately 725 offer engineering technology and 500 offer science technology programs. Chapter 2 focuses on two-year college offerings for fields within engineering technology, finding that the most common field offered is electronics engineering, followed by computer, graphical, electrical, and mechanical engineering programs. Chapter 3 examines the relative emphasis placed by the colleges on teaching applied skills versus fundamental science and mathematics in engineering technology programs, suggesting that for all divisions the emphasis is roughly equal, while chapter 4 describes linkages between two-year colleges and businesses, indicating that one-fourth of the colleges had at least one cooperative arrangement, while one-third had some type of training or retraining agreements. Finally, chapter 5 describes science technology programs in the colleges, revealing that agricultural, chemical, and biotechnology programs accounted for half of the program offerings. Extensive data tables, information on the survey methodology, and the survey instrument are appended. (KP)

ED 382 277   JC 950 262

Attmore, Robert H.
The Simmons School. Report No. 95-T-10.
PUB DATE- 1 Jun 95

references and 3 figures. (AC)

ED 382 294 PS 022 198

Rosemond, John
Making the "Terrible" Twos Terrific!
PUB DATE- 93
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Behavior; Child Development; Child Psychology; *Child Rearing; Day Care; Developmental Psychology; *Developmental Stages; Family Environment; Infant Care; Infants; Parent Child Relationship; *Parenting Skills; *Toddlers

Some parents associate 2-year-old children with tantrums, defiance, and getting into everything. But the 2-year-old is also in the midst of one of the most significant transitions in the human life cycle. This book provides a guide for parents to help them understand the nature and course of their child's development and behavior at the 2-year-old stage and change this time into one of the most successful periods in the parent-child relationship. The seven chapters are as follows: (1) "Understanding Your Two-year-Old"; (2) "Promoting Healthy Development"; (3) "Creative Discipline"; (4) "Adventures On (and around) the Great White Water Chair" (on toilet training); (5) "No More Bedtime Blues"; (6) "Territoriality and Aggression, or (Bap!) 'Mine!'"; and (7) "Day Care vs. Parent Care", or "Who's Minding the Store?" Each chapter includes a question and answer section. Contains 27 references. (AP)

ED 382 295 PS 022 297

Braude, D. R.; And Others
Children and Families in Distress: Working Papers from a Seminar (Pretoria, South Africa, July 25-26, 1991). Research Programme on Marriage and Family Life.
PUB DATE- 93
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Children; Coping; Divorce; *Family (Sociological Unit); *Family Life; *Family Problems; *Family Role; Family Violence; Foreign Countries; Parent Education; *Social Change; Socialization; Social Support Groups; Youth
IDENTIFIERS- *Family Crises; Family Intervention; Mediation; Parenting Styles; South Africa

This collection contains papers presented at a research seminar on children and families. The papers are: (1) "Children in Transition and Crisis" (Solly Dreman); (2) "The Child and the Family" (Dolores M. Luiz and Josua P. P. Fullard); (3) "Support Systems for Children of Divorce" (Diane Braude); (4) "Children and the Family in a Rural Settlement in Gazankulu" (J. C. Kotze); (5) "Paring Down the Family: The Child's Point of View" (Pamela Reynolds); (6) "The Family, Socialization and Rapid Social Change: Transforming Notions of 'Respect' in the Social Identity of Township Youth" (Catherine Campbell); (7) "The Nature of Parental Authority in the Family Life of Black South Africans" (Sylvia Viljoen); (8) "Social Class Differences in

ED 382 313 PS 022 958

Firlik, Russell J.
Reggio Emilia, Italy Preschools: The Synergies of Theory and Practice.
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Environment; *Educational Philosophy; Educational Psychology; *Educational Theories; Foreign Countries; Preschool Children; *Preschool Education; Preschool Teachers; Student Projects; Teacher Attitudes; *Theory Practice Relationship
IDENTIFIERS- Dewey (John); Gardner (Howard); Isaacs (Susan); *Reggio Emilia Approach

Drawing from several weeks of observation and study in Northern Italian preschools, this paper links practices in Reggio Emilia with the theoretical constructs of John Dewey, Susan Isaacs, and Howard Gardner. Part 1 presents background about the preschools of Reggio Emilia, Italy, which are unique both in their respect for the space created for children to help them organize their environment and foster social and cognitive relationships, and in their highly trained and dedicated personnel. Part 2 aligns the philosophical and psychological perspectives of Dewey, Isaacs, and Gardner, with observable classroom practices. This section indicates that: (1) the influences of Dewey can be seen in Reggio Emilia preschools' concern and respect for the individual child, recognition that everyone involved affects each child and his or her individual disposition, and success in building a miniature community of learners; (2) Susan Issac's influences can be seen in the "child-sensitive" schools of Reggio Emilia, which use movement to interpret learning and express understanding, and which utilize child-sized, movable furniture; and (3) Howard Gardner's theory of multiple intelligences is reflected in Reggio Emilia's emphasis on in-depth student projects and on developing the sense of self. A chart comparing Dewey, Isaacs, and Gardner on early childhood education theories is included. (AC)

ED 382 314 PS 022 981

Martini, Mary
Encountering Problems at Home and at School: Language and Cognition in Two Settings.
PUB DATE- 94
NOTE- 27p.; Paper presented at the International Conference on Thinking (3rd, Honolulu, HI, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Cognitive Development; *Cultural Pluralism; *Family Environment; *Hawaiians; *Interpersonal Communication; Language Usage; Parent Child Relationship; Peer Relationship; *Preschool Children; Preschool Education; Problem Solving; Teacher Student Relationship
IDENTIFIERS- Hawaii

This paper discusses cognitive communicative training in preschool and reports on a study of 11 Hawaiian preschoolers that examined how these children interacted with others, used

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; Early Childhood Education; Family Income; *Family Programs; *Grants; Low Income Groups; Mail Surveys; Parent Attitudes; *Parents; Program Costs; Welfare Services
IDENTIFIERS- *Child Care Needs; Debt (Financial); Minnesota (Hennepin County); Sliding Fee Scales; *Waiting Lists

This study examined the effects on low-income families of being on a waiting list to receive child care subsidies under the Minnesota Child Care Sliding Fee Program. It surveyed 270 randomly-selected families in Hennepin County who had been on the waiting list, 38 of whom had begun receiving assistance at the time of the study. It found that: (1) without child care assistance, nearly 25 percent of the families had to turn to Aid to Families with Dependent Children (AFDC) to survive, and that 50 percent relied on food stamps; (2) the short-term costs of supporting families on welfare was $595 more per month than the cost of supporting a similar family with child care subsidies; (3) many families had incurred overwhelming debt as a result of their child care expenses; (4) nearly 50 percent of the parents felt trapped; and (5) many children on the waiting list were deprived of consistent, stable care and appropriate early childhood education. The study recommends that the Child Care Sliding Fee Program be fully funded and expanded. A summary booklet highlighting the major findings and recommendations of the report is included. (MDM)

ED 382 335 PS 023 132

Crowe, Linda K.; And Others
Inclusion Plus Collaborative Teaming Equals Success in Early Childhood Education.
PUB DATE- Nov 94
NOTE- 13p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (New Orleans, LA, November 17-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Cooperation; *Coordination; Disabilities; Early Experience; Early Intervention; *Inclusive Schools; *Interdisciplinary Approach; *Mainstreaming; Models; Preschool Children; Preschool Education; *Regular and Special Education Relationship
IDENTIFIERS- Project Head Start

This report describes the collaboration of a public school early childhood special education preschool, an area Head Start program, and a university to provide expanding educational opportunities for university students and preschool children. This paper describes the first year of the program, including the initial planning and the creation of a shared vision statement among the three organizations; the organization of the first year classroom and the identification of classroom-based interventions; the establishment of specific objectives for children with disabilities; and end-of-the-year outcomes, advantages, and evaluation. Twenty-two preschool children, 10 with disabilities and 12 typically developing Head Start children, participated in this pilot project to create an integrated early childhood program. University students from a variety of disciplines gained experience in working in an inclusive preschool setting. Graduate students in speech-

PUB DATE- Mar 95
NOTE- 29p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; *Childhood Attitudes; Developmental Psychology; *Hypothesis Testing; Models
IDENTIFIERS- *Biophilia; *Nature

This paper examines the biophilia hypothesis put forth by E. O. Wilson, which asserts the existence of a fundamental, genetically-based human need and propensity to affiliate with other living organisms and lifelike processes. It reviews research by Wilson and others that supports the biophilia hypothesis, and examines some of the issues and concerns that are at the forefront of the debate over the validity of the biophilia hypothesis. The paper then draws on structural-developmental psychological theory to expand Wilson's hypothesis in order to address perceived flaws in Wilson's original hypothesis. Finally, the paper discusses three studies conducted in the United States and the Brazilian Amazon on children's moral and ecological conceptions of the natural environment. The studies were found to support a structural-developmental account of biophilia. (Contains 65 references.) (MDM)

ED 382 356 PS 023 213

Kahn, Peter H., Jr.; And Others
Along the Rio Negro: Rural and Urban Brazilian Children's Environmental Views and Values.
PUB DATE- Apr 95
NOTE- 33p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995). This research was supported, in part, by the Clare Booth Luce Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Cross Cultural Studies; *Elementary School Students; *Environment; Foreign Countries; Intermediate Grades; *Moral Values; Rural Youth; Urban Youth; Waste Disposal; Water Pollution
IDENTIFIERS- Brazil; *Environmental Attitudes; Environmental Awareness

This study investigated how urban and rural children who lived along a major river in Brazil understand and value their relationship with the natural environment. Forty-four Brazilian children in fifth grade were interviewed, and background of the city and village they lived in was ascertained. Each child was individually administered a semi-structured interview. The issues under investigation focused on children's: (1) awareness of environmental problems; (2) beliefs about whether certain acts of environmental degradation harmed various parts of nature; (3) concern if such harm occurred; and (4) environmental actions. In addition, a hypothetical scenario was presented to assess the presence or absence of moral obligation in demonstrated environmental sensitivities and commitments based on a wide range of measures. Additional analyses showed striking similarities between this Brazilian population and a

ED 382 375 PS 023 262

Bellanca, James
Designing Professional Development for Change. A Systemic Approach.
PUB DATE- 95
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Definitions; Educational Change; Inservice Education; *Professional Development; School Districts; School Personnel; *Staff Development

Professional development from the school system's point of view is a planned, comprehensive, and systemic program designed by a school system to improve all school personnel's ability to design, implement, and assess productive change in each individual and in the school organization. This booklet provides an overview of and strategies to implement professional development. Part 1 delineates the differences and the overlap between such concepts as staff development, inservice education, and professional development. Part 2 is titled "Learning Transfer through Professional Development," and includes discussions of transfer theory in systemic reform; methods of promoting learning transfer; success in promoting learning transfer; the components of learning transfer; applying transfer in professional development projects; and creating an environment conducive to learning transfer. Part 3, titled "Making the Change," discusses taking charge of change, assessing the results, and the paradigm shift needed to engage in long-lasting change. (Contains 59 references). (DR)

ED 382 376 PS 023 263

Fogarty, Robin, Ed.; Bellanca, James, Ed.
Multiple Intelligences: A Collection. K-12.
PUB DATE- 95
NOTE- 298p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Class Activities; Classroom Environment; Classroom Techniques; *Cognitive Style; *Curriculum Design; Elementary Secondary Education; *Instructional Materials; Interpersonal Competence; Kinesthetic Perception; Language Aptitude; *Learning Activities; Mathematical Aptitude; Music; Problem Solving; Social Cognition; Spatial Ability; Student Evaluation
IDENTIFIERS- *Gardner (Howard); *Multiple Intelligences; Self Awareness

Divided into five concise sections, this book introduces and examines the personage of Howard Gardner and his theory of multiple intelligences. The articles explore practical applications and implications of the theory and provide supporting evidence applicable to all children. Special applications of the multiple intelligences theory, including its use in goal setting, assessment, and curriculum integration, are also covered. The first section introduces Howard Gardner and profiles his personality. Section two presents three papers by Gardner that help readers get an in-

Definitions; Early Childhood Education; *Educational Policy; Integrated Services; *Low Income Groups; Program Descriptions; Program Effectiveness
IDENTIFIERS- At Risk Child Care Program; Child Care and Development Block Grants; Day Care Regulations; Family Support Act 1988; Head Start Program Performance Standards; *Project Head Start; Social Services Block Grant Program

This paper provides a review of public policies affecting the quality of early childhood services for low-income families, focusing on the federally funded Head Start program, federally supported child care, and preschools operated with state education dollars. The characteristics of high quality programs are defined as including: basic health and safety protections; a sufficient number of staff for children; small group size; staff training and consistency; adequate staff salaries and benefits; and, for low income families, comprehensive services for children and their parents. The background and provisions for quality, program standards, monitoring and enforcement, fiscal policies, and training and technical assistance are discussed for Head Start; for the four major federal programs that provide direct assistance for child care: the Social Services Block Grant, the Family Support Act, the Child Care and Development Block Grant; and the "At-Risk" Child Care Program; and for state-funded preschool programs. The following principles are suggested to guide policy regarding quality across publicly funded early childhood programs: (1) all low-income children, regardless of the funding source for care, deserve the best quality of care; (2) all early childhood programs must address the comprehensive needs of children and families; (3) children must have continuity of care; (4) programs should be responsive to parents' schedules. Recommendations for improving the quality of early childhood services for low-income families concludes the report. Contains five references and one note. (DR)

ED 382 396 PS 023 304

Breaking the Link: A National Forum on Child Care Compensation (Airlie, Virginia, April 29-May 1, 1994).
PUB DATE- May 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- Advocacy; *Compensation (Remuneration); *Day Care; Early Childhood Education; Educational Attitudes; Educational Policy; Government Role; Grants; Program Descriptions; *Public Policy; *Seminars; State Programs; *Teacher Salaries
IDENTIFIERS- Army; North Carolina; Wisconsin

This report presents the results of a national forum on the compensation of child care workers which sought to develop strategies to break the link between what parents pay for child care and what child care providers earn. A total of 56 policymakers, researchers, economists, and child care advocates met for 2 days to review current child care policies at the federal, state, and local level and develop solutions to the problems of low wages, poor fringe benefits, and resulting high turnover among child care workers. The report reviews programs that have been successful in supporting high salary levels for child care workers, such as U.S. Army child care programs, the North Carolina TEACH scholarship-compensation support program, and the Wisconsin Quality Child Care Grants. The remainder of the report addresses future directions in the advocacy of when they were recruited by a program specifically designed for migrant adults that they were able to overcome negative perceptions and view education as a means to better employment and personal satisfaction. A model derived from the data shows two circles representing the lack of congruency between the home and school cultures. School is seen as a meaningless and painful place, incongruent with home lifestyle and values. The response to this incongruity is dropping out of school. Since learning is valued, an attempt is made to return as an adult to education, as a means of improving employability. Participation in adult basic education programs that are not grounded on knowledge of the migrant population and their cultural norms brings about the same response (negative perceptions and dropping out). A return to education was only successful when the experience was untangled from past schooling perceptions in programs specifically designed for migrant adults. This paper includes a literature review that briefly covers the characteristics of Black, Mexican American, Puerto Rican, and Anglo migrants; aspects of the culture of migrancy; gender and adult-child roles; powerlessness of migrants; and attitudes toward authority. (KS)

ED 382 415 RC 019 973

Barnhardt, Carol
Life on the Other Side: Alaska Native Teacher Education Students and the University of Alaska Fairbanks.
PUB DATE- Oct 94
NOTE- 308p.; Thesis, University of British Columbia.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Persistence; *Alaska Natives; American Indian Education; *College Graduates; College Preparation; College Students; *Cultural Pluralism; Educational History; Elementary Secondary Education; Ethnography; Higher Education; School Holding Power; *Student Attitudes; Student Characteristics; Student Experience; Success; *Teacher Education
IDENTIFIERS- Student Support Services; *University of Alaska Fairbanks

The thesis identifies factors that have contributed to the academic success of Alaska Native teacher education students who graduated from the University of Alaska Fairbanks (UAF) between 1989 and 1993. It contains a brief history of schooling for Alaska Native peoples; a description of the programs, student services, and academic coursework at UAF designed to respond to the interests and needs of Alaska Native students; and a review and analysis of the experiences of 50 Alaska Native teacher education graduates based on data obtained through interviews, review of student records, and participant observation. Five factors were identified as contributing to students' academic success: (1) a teaching and learning environment responsive to the interests and needs of culturally diverse students; (2) student support services respectful of the interests and needs of culturally diverse students; (3) strong family and community support; (4) supportive prior school and life experiences; and (5) exceptional individual efforts. The data indicate that accommodation and adaptations by both the students and the institution were essential to student success. Appendices describe 27 programs and services that address Alaska Native peoples and issues at UAF, and list Alaska Native and rural undergraduate courses at UAF, student database variables, and interview themes. Contains 259 references. (Author/KS) children live in rural or nonmetropolitan areas. The report covers the following: (1) the number of children who were low-income, categorized by race or ethnic group (White, Black, Native American, Asian, Hispanic, and other) and by residence in metropolitan and nonmetropolitan areas; (2) the number of families who received Aid to Dependent Children financial assistance, food stamps, and Medicaid; (3) the number of families in nonmetropolitan and metropolitan areas who spent more than 35 percent of their total income on housing costs, who are overcrowded, or who are homeless; (4) the number of children living in metropolitan and nonmetropolitan areas who participated in health and nutrition programs, and statistics on teen birth rates, infant mortality, low birth weight, prenatal care, alcohol and tobacco use, and child death; (5) the number of registered and licensed child care providers and the number of children served by Head Start and special education services; (6) the number of cases of abuse and neglect investigated yearly and the number of registered foster care homes; and (7) the number of juveniles arrested for crimes. The report also includes figures and photographs, a data sheet that allows comparisons between counties, definitions of indicators, and a listing of Kids Count team members and advisors. (LP)

ED 382 432   RC 020 095

Lazere, Edward B.; Ostrom, Kristin Anderson
Nebraska's Families: Poverty Despite Work.
PUB DATE- Oct 94
NOTE- 46p.; Some figures may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; *Child Welfare; *Economic Factors; Educational Attainment; Education Work Relationship; *Employment Patterns; *Low Income; Policy Analysis; *Poverty; Public Policy; Rural Urban Differences; Welfare Recipients
IDENTIFIERS- Economic Trends; *Nebraska; *Working Poor

The high poverty rate (13.8 percent) among Nebraska's children is cause for concern, since there is strong evidence that poverty can hinder development and adversely affect children's ability to become productive adults. It is commonly assumed that poor children live in families where parents could work but do not. Yet in Nebraska, of poor families with children and an able-bodied head, 82 percent had one or more workers. The problem is more severe in rural areas: 70 percent of Nebraska's working poor live in rural areas. The apparent contradiction of poverty despite work among Nebraska families with children is the result of both economic trends (increases in low-wage and part-time work) and government policies related to minimum wage, income tax credits, and availability of food stamps. This report analyzes strategies that can boost the incomes of low-wage workers. Nebraska should take steps to increase access to well-paying jobs by fostering improved educational attainment and job creation. Nebraska could establish a state earned-income tax credit based on the federal credit, and it could increase the state minimum wage above the federal requirement. Together, these actions would establish a public-private partnership to make work pay enough to eliminate poverty for a substantial number of Nebraska's working families with children. (TD)

ED 382 433   RC 020 107

semester questionnaire. Student feedback indicated that student interest in communication technology was piqued by the use of the electronic discussion group in a graduate class, that the LISTSERV professionally enhanced both their graduate and teaching experience, and that it added an alternative communication option that distinguished this graduate class from the typical fare. The primary instructor insight was that the use of a class LISTSERV enhanced his professional development as a science educator teaching graduate classes. Appendixes feature sample LISTSERV entries. Contains 12 references. (ZWH)

ED 382 452 SE 055 887

Sutton, John T.; And Others
Curriculum Framework Analysis Tool.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 15 Jun 93
NOTE- 46p.; Cover title is: "A Summary of Analyzed State Curriculum Frameworks." A product of the Regional Educational Laboratory Network Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; *Science Curriculum; Science Education; *State Curriculum Guides

The purpose of this document is to assist district and state level people in developing new science and/or mathematics curriculum frameworks and/or revising existing frameworks. This analysis tool is intended to stimulate discussion among state and local groups about potential components of a curriculum framework and to assist in the process of consensus-building, an essential requirement of developing ownership in a program. The following sections are included: (1) Laboratory Network Program Curriculum Frameworks Task Force; (2) Analysis Tool; and (3) Regional Educational Laboratory State Contacts in Mathematics and Science. (ZWH)

ED 382 453 SE 055 888

Harding, R. Frederick; Fletcher, Richard K., Jr.
Effectiveness of Variations in Collaborative Cooperative Learning in RDS Mathematics Classes.
PUB DATE- 18 Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Tennessee Academy of Science (Nashville, TN, November 18, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Grouping; *Algebra; *College Students; *Cooperative Learning; Developmental Programs; *Grouping (Instructional Purposes); Higher Education; Mathematics Achievement; Mathematics Instruction; *Remedial Instruction

Alarming questions are being asked of the teaching methods in present use. Are we maximizing the time on task in the classroom? Students (n=98) in a remedial mathematics course were studied for one semester and students (n=56) from a developmental mathematics course were studied in the second

DESCRIPTORS- *Biology; Educational Change; *Knowledge Base for
Teaching; *Science Instruction; *Science Teachers; Scientific
Concepts; Scientific Principles; Secondary Education; Teaching
Methods
IDENTIFIERS- Teacher Surveys

This investigation was guided by the following research questions: (1) how do teachers' understandings of the nature of science influence classroom practice?; and (2) what factors facilitate or impede the influence of teachers' understandings on classroom practice? An in-depth, year long assessment of the classroom practices and goals of five biology teachers (three males, two females), with a wide range of experience was conducted. A combination of semi-structured interviews, open-ended questionnaires, classroom observations, collected lesson plans and instructional materials, periodic informal interviews/discussions, and student interviews are used to investigate the relationship between teachers' conceptions of the nature of science and classroom practices and to elucidate those factors that impede or enhance the relationship. The sample teachers all possessed views consistent with those advocated by current reforms in science education. The teachers' conceptual frameworks of biology and pedagogy were assessed and it was found that consistent with previous research, the teachers' conceptions of the nature of science did not necessarily influence classroom practice. Implications for science teacher education and reform implementation are discussed. Contains 20 references. (LZ)

ED 382 475 SE 056 284

Parsons, Sharon; Reynolds, Karen E.
Establishing an Action Research Agenda for Preservice and
Inservice Elementary Teacher Collaboration on Self-Empowerment
in Science.
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the National
Association for Research in Science Teaching (San Francisco,
CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- *Action Research; *Educational Change; Elementary
Education; Elementary School Teachers; Higher Education;
*Inservice Teacher Education; *Partnerships in Education;
*Preservice Teacher Education; Science Education; *Teacher
Improvement; Undergraduate Study
IDENTIFIERS- San Jose State University CA

This paper reports on the outcomes of an ongoing action research project with elementary teachers who are attempting to bring a science emphasis to their teaching and in which preservice teachers are matched with inservice teachers who are interested in improving their practice through a focus on science. The project is a modified version of a professional practice school that includes an emphasis on the improvement of professional practice and on teacher empowerment in science. The effort to move from a traditional university-driven model of professional development for preservice education to one that leads to teacher-driven, emancipatory practice at the classroom level began at San Jose State University in the fall of 1993. Changes since that time include: (1) establishment of a collaborative relationship among university faculty, student teachers, and classroom teachers that has resulted in a community of co-learners; and (2) efforts to move from research which is theory

(5) the role of geography and the environment; (6) the contribution of immigration to U.S. culture; (7) regionalism in the United States life, not just North/South, but East/West, and the tension between the common culture and various regional subcultures; and (8) the central role of the Constitution in every period of U.S. history. (DK)

ED 382 494 SO 024 624

Rohrs, Hermann
The Pedagogy of Peace as a Central Element in Peace Studies: A Critical Review and an Outlook on the Future. Peace Education Miniprints No. 63.
PUB DATE- Aug 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict; *Conflict Resolution; Curriculum Development; *Educational Objectives; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; *Peace; *Social Studies; Social Values; Teacher Student Relationship; Teaching Methods; Values
IDENTIFIERS- *Peace Education

This document discusses peace education not as a subject but as part of the teaching of various academic subjects depending on the extent to which they lend themselves to this. The intention is to produce educational situations where young people can develop skills in the art of peace and a peaceful approach to conflict resolution. The pedagogy of peace is understood here as the sum of scholarly and scientific thinking on the nature of peace education and the way it should be organized. The pedagogy of peace is an interdisciplinary branch of science using a broad range of methods, including observation, description, and analysis of peace-educational processes and interrogation of participants with regard to their motives. There is a strong need for intensified peace-pedagogical research efforts and for documentation and coordination of work in this field. This report reflects an approach in three stages: (1) a discussion of the structure of peace education; (2) an interpretation of the pedagogy of peace in its relationship to peace education (in cooperation with peace studies); and (3) prospects for peace education in developing nations. (DK)

ED 382 495 SO 024 625

Nordland, Eva, Ed.
Project for Ecological and Cooperative Education (P.E.A.C.E.). Report from the Meeting (Kornhaug, Norway, March 7-10, 1994). Peace Education Reports No. 12.
PUB DATE- Aug 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict; *Conflict Resolution; Curriculum; Ecology; *Educational Objectives; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; International Cooperation; *Peace; *Social Studies
IDENTIFIERS- *Peace Education

The essence of peace education is to involve the students in

ED 382 517 SO 025 026

Antidote: Civic Responsibility. California Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 16p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *California; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on California state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 518 SO 025 027

Antidote: Civic Responsibility. Colorado Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 15p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Colorado; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Colorado state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 542   SO 025 051

Antidote: Civic Responsibility. North Dakota Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 19p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *North Dakota; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on North Dakota state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 543   SO 025 052

Antidote: Civic Responsibility. Ohio Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 14p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Ohio; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Ohio state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

(055)
DESCRIPTORS- *Administrator Role; Elementary School Teachers; Elementary Secondary Education; Guidelines; Job Satisfaction; Leadership; *Participative Decision Making; Principals; Program Implementation; *School Based Management; School Effectiveness; Secondary School Teachers; *Teacher Administrator Relationship; *Teacher Participation; *Teacher Role
IDENTIFIERS- Texas

This paper reviews research on principals' and teachers' roles in site-based decision making (SBDM). Research examining teacher participation in SBDM is reviewed, finding that higher quality teaching behaviors and higher student academic attainment resulted from teacher participation. The review focuses on steps in implementing SBDM, means for measuring SBDM, teacher aspirations for participation in site-based management, communication flows in site-based management, the role of principals, and principals' and teachers' job satisfaction. A survey was conducted to determine principals' leadership styles that most positively influenced teacher participation in SBDM. The survey was distributed to 260 teachers in Texas school districts, with an approximately 15 percent response rate. The survey results were used to develop leadership style guidelines about communication that leads to participation, support, job satisfaction, and effective schools. Appendixes contain a copy of the survey form; survey data; a paper based on the survey results, titled "The Efficacious Principal's Guideline for Teachers' Participation in Site-Based Decision-Making"; and six suggestions for principals on communicating with teachers. (Contains 28 references.) (JDD)

ED 382 565   SP 035 835

Morse, Sheila; And Others
An Early Childhood Professional Development School: Triumphs and Troubles.
PUB DATE- 13 Feb 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College School Cooperation; Communication Problems; *Constructivism (Learning); *Curriculum Development; Early Childhood Education; Higher Education; Interpersonal Communication; Magnet Schools; Parent Participation; *Participative Decision Making; Preservice Teacher Education; *Professional Development Schools; Staff Development; Student Evaluation
IDENTIFIERS- Institutionalization (of Innovations); Maryville University of Saint Louis MO; Saint Louis City School District MO

This paper presents a case study of a collaboration between the St. Louis (Missouri) Public Schools and Maryville University (Missouri) to develop an early childhood magnet center and professional development school (PDS), the Wilkinson Early Childhood Magnet School. This school serves a diverse population of children from age 3 through second grade. The purpose of the magnet school/PDS is to provide an exemplary education for students and their families; to function as a center for inservice and preservice teacher development; and to inquire into curriculum and practice appropriate for children in the school's age range. Strategies to develop exemplary

NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Outcomes Assessment; *Educational Improvement; *Educational Principles; *Educational Quality; Foreign Countries; *Higher Education; Institutional Evaluation; Total Quality Management

This book presents two dominant and rival conceptions of quality in higher education. One is based on the expression of the tacit conceptions of value and propriety in the academic community. It is the character and quality of the continuing interactions of higher education's members that are at issue rather than any endpoint or definitive outcome. In the alternative conception, higher education is seen as the issuing of products, with inputs and outputs. In this view, the quality of the system is understood in terms of its "performance" as captured in performance indicators, and effectiveness is assessed in terms of its efficiency. This book clarifies the nature and substance of higher education and quality. It discusses issues concerning quality of higher education, such as performance indicators, fitness for purpose, value added, peer review, total quality management, and academic audit. It then addresses improving the quality of the educational process and grapples with the "student experience," skills in the curriculum, transferable skills, competence, critical thinking, and the idea of the "reflective practitioner." Principles are offered as guidelines for the continuing improvement of the quality of higher education. An appendix presents a schema for an institutional quality audit. (Contains a bibliography of approximately 245 references.) (JDD)

ED 382 105 HE 028 306

Whiston, Thomas G., Ed.; Geiger, Roger L., Ed.
Research and Higher Education: The United Kingdom and the United States.
PUB DATE- 92
NOTE- 205p.; "The papers which comprise this volume are one of the outcomes of the third Anglo-American Conference held at Derwent College, University of York, in the autumn of 1989."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Instruction; Educational Policy; Educational Trends; Financial Support; Foreign Countries; *Government Role; Graduate Study; *Higher Education; Industry; Productivity; *Research; Research Needs; Research Skills; Research Universities; *Role of Education; School Business Relationship; Scientific Research; Technology
IDENTIFIERS- *United Kingdom; *United States

This collection of conference papers includes contributions from the United Kingdom and the United States on the research function of higher education. Part 1 considers the national systems, focusing on three subthemes: past and present trends, issues in funding research, and connections with industry. Papers include: "The Dynamics of University Research in the United States: 1945-90" (Roger L. Geiger); "Research and Higher Education: The UK Scene" (Thomas G. Whiston); "Strengthening the US University Research System" (Bruce L. R. Smith); "Issues in Funding Research" (Harry Atkinson); "The Impacts of State Technology Programmes on American Research Universities" (Irwin Feller); and "The Industrial-Academic Research Agenda" (Michael study. (Contains 32 references.) (JB)

ED 382 124 HE 028 325

Lerstrom, Alan C.
Addressing Economic Change through the Three-Year Option.
PUB DATE- 20 Nov 94
NOTE- 7p.; Speech presented at the Annual Meeting of the Speech Communication Association (New Orleans, LA, November 20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acceleration (Education); *Bachelors Degrees; Campuses; College Admission; College Planning; Curriculum; Educational Economics; Higher Education; Paying for College; Policy Formation; Quality of Life; School Policy; Student Costs; Undergraduate Study
IDENTIFIERS- Albertus Magnus College CT; *Luther College IA

A committee at Luther College (Iowa) was appointed to explore the 3-year option for a bachelors degree with regard to curriculum, finances, admissions, and student life. The committee, composed of administrators and faculty from Luther, examined 3-year programs that operate now or are being discussed at several other colleges. They found that these programs have relatively low participation rates, that similar programs begun in the 1970s are now gone, and that, at many campuses, 3-year options may be primarily public relations tools designed to attract students. In examining curriculum and the 3-year option the committee found there would be no change in requirements or increase in faculty size. In examining finances, the 3-year option was estimated to cost 80.05 percent of the 4-year cost and if the college adopted the program it would have to find ways to cope with the 20 percent loss of income from 3-year students. Impact on admissions was found to depend on the number of participating students. With regard to student life, specific problems were not anticipated though students at a 3-year program at Albertus Magnus College (Connecticut) reported a rushed pace of life, erosion of traditions and sense of community, and perception that the school might be a "degree factory." (Contains 14 references.) (JB)

ED 382 125 HE 028 326

Research Training--Present & Future.
PUB DATE- 95
NOTE- 226p.; Papers presented at an international seminar (Amsterdam, Netherlands, March 17-18, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Books (010)
DESCRIPTORS- Comparative Education; Degree Requirements; Doctoral Degrees; Doctoral Programs; *Educational Trends; Foreign Countries; Futures (of Society); *Graduate Study; Higher Education; Labor Force Development; Labor Market; *Postdoctoral Education; Public Policy; *Research; School Business Relationship; School Policy
IDENTIFIERS- Association Bernard Gregory (France); Australia; Canada; Czech Republic; Finland; France; Italy; Japan; Organisation for Economic Cooperation Development; *Research Training; United Kingdom; United States

In 10 papers by independent experts, this volume explores the

Completion inhibitors were a lack of these factors as well as time and money constraints. Perfectionistic traits acted as either enablers or inhibitors depending on the individual. The fourth paper, "ABD Status and Degree Completion: A Student's Perspective" (by Margaret M. Miller) found that leaving a doctoral program prior to degree completion was due to the student's relationship with the adviser, financial considerations, and personal problems. The final paper, by Elinor Katz, is titled "The Dissertation: Academic Interruptus." This paper supports restructuring the dissertation process to include development of dissertation seminars and clubs, more faculty support at critical stages in the process, and the infusion of more research experiences in the graduate program. (All papers contain extensive references.) (DB)

ED 382 144 HE 028 345

DOD Service Academies: Comparison of Honor and Conduct Adjudicatory Processes. Report to Congressional Committees.
PUB DATE- 25 Apr 95
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Codes of Ethics; *Discipline Policy; *Due Process; Higher Education; *Military Schools; *Student Attitudes
IDENTIFIERS- Air Force Academy CO; Department of Defense; Military Academy (West Point) NY; Naval Academy MD

This report describes and compares the honor and conduct systems at the Department of Defense's service academies and describes the attitudes and perceptions of students toward these systems. Principal findings included the following: (1) academy honor systems differ regarding toleration and standards of proof; (2) honor systems provide the majority of due process protections, while limiting others (such as the right to representation by counsel); (3) what constitutes an honor violation is unclear (e.g., widespread differences of opinion were found in a survey of students and administrators regarding the violation status of 27 specific acts); (4) students are reluctant to report honor violations; (5) Air Force Academy conduct hearings provide fewer protections than those at the other academies; (6) fewer rights are granted in academy administrative conduct systems than are mandated for other nonjudicial punishment; (7) academy students see themselves as overregulated by trivial rules; and (8) academy students perceive the conduct system as operating inconsistently. Appendices provide comments from the Department of Defense, a description of the questionnaire methodology, and a summary of the status of various scenarios under each academy's honor code. (DB)

ED 382 145 HE 028 346

University Research: U.S. Reimbursement of Tuition Costs for University Employee Family Members. Report to Congressional Requesters.
PUB DATE- 15 Feb 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Faculty; *Contracts; *Federal Aid; Fringe Benefits; *Grants; Higher Education; Research; *Tuition Grants

The report examines tuition assistance costs being charged to the

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competence; *Computer Literacy; *Computer Science Education; Computer Uses in Education; Curriculum Development; Elementary Secondary Education; Faculty Development; *Inservice Teacher Education; *Teacher Attitudes; *Teacher Workshops
IDENTIFIERS- *Technology Integration

An inservice program was designed to improve the integration of computer technology in a school setting through improved teacher awareness, skills, and knowledge surrounding technology uses in both a classroom and lab setting. Goals included improved teacher literacy, student literacy, and curriculum integration. Outcomes were measured through a staff questionnaire evaluating changes in use and attitudes concerning computer technology integration, an examination of problem lists in computer labs for type and frequency of problems encountered while running the equipment, and a review of checklists for progress made on skills listed for students. To increase staff literacy, an inservice program utilizing present software, hardware, and their applications in the classroom was presented. Software training and demonstrations were offered according to appropriate grade level, interests, and skills. Student literacy was addressed by the development and planned initiation of a checklist of grade appropriate skills in the use of technology. Results show that teachers reported positive growth in attitude concerning the use of computer technology in the educational setting. Workshops which focused on the various age groupings served to expand the understanding of that particular group of students and the specific concerns of the teachers involved. Five appendices are entitled: "Survey of Technology Use"; "Survey of Teacher Need"; "Technology Inservice Evaluation"; "Sample Checklist of Computer Skills"; and "Student Survey of Computer Use." (Contains 24 references.) (MAS)

ED 382 165 IR 017 096

Black, Mary C.
Technology Integration into Secondary Experiential/Internship Education Professional Development Curriculum.
PUB DATE- 95
NOTE- 109p.; Practicum I Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Competence; Computer Literacy; *Computer Science Education; Curriculum Design; *Curriculum Development; Educational Development; Educational Strategies; *Experiential Learning; *Internship Programs; Learning Resources Centers; Secondary Education
IDENTIFIERS- Technology Integration

This practicum addresses the finding that college-bound high school experiential/internship students who pursued stringent secondary education programs often did not have the opportunity to participate in technology literacy elective courses, and therefore did not possess the minimal technology skills necessary for success in post-secondary education or the professional workforce. A technology development professional development curriculum was designed to increase competency in: (1) word processing skills; (2) database entry and manipulation; (3) spreadsheet entry and manipulation; (4)

to selected human resource managers in the metropolitan statistical areas of Little Rock, Arkansas; Jackson, Mississippi; New Orleans, Louisiana; Houston, Texas; and Oklahoma City, Oklahoma. Of the 81 usable questionnaires returned, all 81 of the respondents were currently using word processing software packages. WordPerfect was most commonly used, by 62 businesses, followed by 28 using Microsoft Word, and 15 using Q & A. Departments using word processing were: personnel and human resources (33.3%); company-wide (42.0%); administrative (33.3%); accounting (32.1%); and marketing and sales (18.5%). Primary word processing applications used included: letters (96.3%); memos (92.6%); reports (91.4%); envelopes and labels (81.5%); tables (75.3%); newsletters (66.7%); columnar text (64.2%); and electronic mail (45.7%). In responding to what employees who use word processing need to know, 93.8% indicated that basic formatting was the most needed skill, followed by: speller/thesaurus (85.2%); move/copy (79.0%); file (75.3%); disk maintenance (72.8%); graphics (34.6%); and macros (27.2%). Of the businesses using word processing, 50.6% indicated that word processing knowledge was highly desirable in prospective employees; 38.3% indicated that it was desirable. The following 12 tables of data are provided: word processing software used; word processing applications; built-in functions; word processing knowledge areas; file management competencies; format competencies; insert and delete competencies; key competencies; miscellaneous competencies; table competencies; factors considered in selecting software; and type of responding business. (Contains 19 references.) (MAS)

ED 382 183   IR 017 122

Strech, Lorie L.
Technology Use in Language Arts Instruction.
PUB DATE- 12 Apr 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; Educational Quality; Educational Technology; Individual Needs; *Language Arts; Language Skills; *Literacy; Problems; *Role; Verbal Communication
IDENTIFIERS- Access to Computers; Equality (Social)

The use of technology in language arts instruction directly impacts students (now and in the future), the role of the teacher, and the role of the school in a changing society. The idea of utilizing motivating materials such as CD-ROM story books, closed caption television, interactive communications, and digital media may lead some to think that the use of technology in language arts is the perfect solution to problems in literacy learning, but several issues need to be considered in connection with the use of technology. Access to technology among individual students and schools is not equitable. Although technology can enhance teaching strategies and student experiences, the presence of technology is not a substitute for quality instruction, and the balance between technology and the traditional uses of modes of language is an issue educators must come to terms with if literacy programs are to use technology to its full potential. Technology in language arts instruction also has great potential in meeting the individual learning needs of students, and NovaNET, a communication network of coursework, instructional materials, and databases, is an example of effective technology. In light of the issues surrounding technology use in language arts programs, the and useful references of each type are given: reference books, including dictionaries, encyclopedias, and bibliographies (5 references); periodical indexes (11 references); textbooks (7 references); selected periodicals (23 references); and style manuals (1 reference). Instructions are provided on finding journal articles on a particular topic, the use of the Atkins Library's Periodicals and Serials List (PASL), locating books, and communicating your research. (Author/MAS)

ED 382 203 IR 055 483

Zulu, Itibari M.
Kwanzaa 1969-1989: A Selected Bibliography.
PUB DATE- 24 Oct 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Culture; *Citations (References); *History; *Holidays; Reference Materials
IDENTIFIERS- African Americans; Historical Background; *Kwanzaa

Kwanzaa is a non-heroic and non-religious holiday created in Los Angeles, California in 1966 by Dr. Maulana Karenga. The holiday has grown from a cultural idea and expression by a dedicated few to a national and international celebration by an estimated 12 million people. Although Kwanzaa has been in existence for over 20 years, many either don't know of its existence or have only recently learned of it, the chief reason seeming to be that since its genesis was via community-based organizations, general information about the holiday remained within these organizations until they began publishing and distributing printed information in the 1970s. After this period, the national press and electronics media began reporting on this holiday. This longitudinal bibliography on Kwanzaa consists of 145 selected entries arranged in eight topical sections: (1) audiovisual; (2) books; (3) children's newspapers; (4) children's literature; (5) newsletters; (6) newspapers; (7) magazines; and (8) unpublished works at the Library of Congress. It is designed to provide a bibliographic introduction to Kwanzaa, illustrate its first 20 year bibliographic history, and spark interest in the idea of developing a Kwanzaa bibliographic network/database interest group to explore this African American holiday. (MAS)

ED 382 204 IR 055 484

Zulu, Itibari M.
The Ancient Kemetic Roots of Library and Information Science.
PUB DATE- Nov 93
NOTE- 24p.; Paper extracted from "Culture Keepers: Enlightening and Empowering Our Communities." Proceedings of the National Conference of African American Librarians (1st, Columbus, Ohio, September 4-6, 1992). Photographs and illustrations used for presentation not included here.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *African Literature; Classification; *Development; *Foreign Countries; Higher Education; *History; Information Retrieval; Librarians; *Libraries; Library Administration; Library Catalogs; Postsecondary Education
IDENTIFIERS- *Africa; Dewey Decimal Classification; Egypt

needs assessment; developing a plan for library service to young adults; and sources for additional information. Part 2 covers measurement and the planning process; managing the measurement process; collecting and analyzing the data; interpreting the results; using qualitative evaluation methods; acting on the results; and sources for additional information. Part 3 includes definitions and describes measures of the following: library use, materials use, materials availability, information services, programming, community relations, and youth participation. Appendices provide a sample interview and focus group questions, and blank work forms. (AEF)

ED 382 222 IR 055 517

Fisher, Patricia A.
The Right Choice: Using Interlibrary Loan Data for Periodical Selection in an Academic Library.
PUB DATE- May 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Higher Education; *Interlibrary Loans; Library Acquisition; *Library Collection Development; *Library Material Selection; Library Statistics; *Periodicals; Scholarly Journals; User Needs (Information)
IDENTIFIERS- Serials Cancellation; University of Denver CO

This study was performed to help answer questions surrounding the use of interlibrary loan data as a component in selecting periodicals to add to the subscription base of the Penrose Library at the University of Denver (Colorado). Few subscriptions were placed in this library in the 1980s that were not driven by interlibrary loan requests. If articles from a title were requested by three or more individuals, other than undergraduates, the title was considered a prime candidate for subscription. If the title was requested by four borrowers within a two-year period, it was reviewed for subscription, and requests from more than one academic department indicated an interdisciplinary interest in the title. In a nine-year time period, 126 periodicals were subscribed to as a result of this practice. Over 86% of these subscriptions survived a cancellation process. It is speculated that as libraries struggle to develop an effective mix of products to supply user demand, data supplied by interlibrary loan activity will be increasingly valuable in the periodical selection process. (MAS)

ED 382 223 IR 055 518

Fischer, David L.
Enhancing the Management of a High School's Non-Print Media Collection through a Computer Databased Bibliographic Cataloging System.
PUB DATE- 95
NOTE- 130p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; American Indian Reservations; *Bibliographic Databases; Bibliographic Records; Cataloging; English (Second Language); High Schools; *Language Arts; *Library Collections; Limited English Speaking; *Nonprint Media; Pretests Posttests; *School Libraries; Teachers; Teamwork
IDENTIFIERS- *Database Development; Native Americans

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Basic Skills; Community Colleges; Educational Needs; Full Time Faculty; *High Risk Students; Part Time Faculty; Questionnaires; *Remedial Teachers; *Teacher Attitudes; Thinking Skills; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Mercer County Community College NJ

An exploratory study was conducted at Mercer County Community College to identify the skills needed and external barriers suffered by most remedial students enrolled at the college, and to develop a preliminary ranking of these skills and barriers according to their perceived importance by faculty. A survey instrument identifying 26 learning skills, 25 psycho-social skills, and 16 psycho-social and external barriers was administered to a sample of 57 remedial instructors. The survey received an 80% response rate from full-time faculty, and a 64% response rate from part-time instructors. Study findings included the following: (1) over 75% of the faculty indicated that most of their students lacked skills in analyzing, comprehending, explaining, focusing, retaining over time, outlining, synthesizing, generalizing, framing answers, verifying, integrating, summarizing, and framing questions; (2) when asked to select the skills which needed immediate attention, more than 50% of the respondents selected only five; i.e., analyzing, focusing, comprehending, retaining over time, and integrating; (3) over 92% of the faculty indicated that most of their students needed good study habits, notetaking, time management skills, knowing what to study, and perseverance, and over 50% indicated that these areas and, additionally, the skill of knowing when help is needed, should get immediate attention; (4) the most significant barriers to academic success were perceived to be employment demands, family and domestic demands, time to study, and child care; and (5) there were some significant differences in the ways in which full- and part-time faculty perceived their students' needs. (Contains 25 references.) (KP)

ED 382 241 JC 950 212

Bolge, Robert D.
Examination of Student Learning as a Function of Instructor Status (Full-Time versus Part-Time) at Mercer County Community College.
PUB DATE- Mar 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Full Time Faculty; *High Risk Students; *Knowledge Level; Mathematics Education; Mathematics Tests; *Part Time Faculty; *Remedial Mathematics; *Teacher Effectiveness; Two Year Colleges
IDENTIFIERS- Mercer County Community College NJ

A study was conducted at Mercer County Community College in Trenton, New Jersey, to determine whether there was any significant difference in the amount of learning attained by students who received instruction from full-time and part-time faculty members. Two independent samples of 50 students each were randomly drawn from the population of 637 students enrolled in Basic Mathematics course sections in fall 1994. Group I was taught by full-time faculty, and group II was taught by part-time faculty. All sections and students in the sections were given number designations. Based on students' pre-additional study, and 14% were planning to continue at PHCC; (4) the highest rated statement on a list of aspects of college was "I feel my degree from PHCC is of high quality," receiving 4.23 on a scale of 5; (5) the most used support services included the library (87%), academic learning resources center (63%), computer literacy center (60%), financial aid (53%), and counseling services (42%); (6) the least used support services included cooperative education (7%), developmental classes (9%), and tutoring (15%); and (7) overall, students rated above average the impact of college on their general education experiences, with males rating the impact higher than females. (Student responses to open-ended questions and the survey instrument are appended.) (MAB)

ED 382 259   JC 950 242

Mohammadi, John; And Others
Climate Study, Spring 1995.
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Community Colleges; *Employee Attitudes; *Institutional Characteristics; *Job Satisfaction; *Organizational Climate; Questionnaires; School Surveys; Teacher Attitudes; Two Year Colleges; *Work Environment
IDENTIFIERS- Patrick Henry Community College VA

In January 1995, Patrick Henry Community College (PHCC), in Virginia, surveyed faculty and staff regarding their perceptions related to job satisfaction, organizational communication, management, and work environment. Questionnaires were sent to 128 full-time faculty, administrative faculty, classified staff, and part-time employees with 30 hours workload per week, receiving responses from 54%. For sections related to satisfaction, communication, and management, respondents were asked to rate 61 statements about PHCC on a 5-point scale, while with respect to general work environment, respondents rated 12 statements related to their department and the college as a whole on a 7-point scale. Study findings included the following: (1) with respect to satisfaction, communication, and management, the three highest rated statements were "I like working at PHCC" (4.56), "I support the mission and goals of the college" (4.5), and "I would recommend PHCC to my friends as a good place to work" (4.47); (2) the lowest rated statements were "Parking on campus is adequate" (2.20), "I have the opportunity to participate in setting budget priorities" (2.44), and "Interdepartmental communication is adequate" (2.62); (3) the adjectives "friendly" and "creative" received the highest ratings with respect to the work environment of the college and for respondents' individual departments; and (4) hourly staff had the most positive impressions of work environment, followed by classified staff, faculty, and administrators. (The survey instrument is appended.) (KP)

ED 382 260   JC 950 243

Mohammadi, John; And Others
Academic Performance of PHCC Students Transferring to Institutions of Higher Education.
PUB DATE- Mar 95
NOTE- 26p.
LANGUAGE- English

NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Audits (Verification); *Business Education; Community Colleges; *Compliance (Legal); Educational Finance; Eligibility; *Financial Audits; *Financial Support; Full Time Students; Inspection; *Program Administration; Student Financial Aid; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Simmons School NY

In March 1992, the New York State Office of the Comptroller performed an audit of Tuition Assistance Program (TAP) awards at the Simmons School, a private business school in White Plains, New York. TAP, the largest student grant and scholarship program administered by the Higher Education Services Corporation, is designed to provide tuition aid to full-time students enrolled in approved programs. Simmons officials contested the results of the audit in the state's Supreme Court, and in December 1993 a revised report was issued conforming to the Court's findings. It was determined that Simmons was overpaid $75,009 because school officials incorrectly certified 85 students as eligible for 245 TAP awards. For TAP eligibility, students attending a registered private business school must be enrolled in an approved program, while the disputed awards were made to students enrolled in the school's 2,400 hour Court Reporting program during a time when it was unapproved. TAP awards were disallowed for students enrolled in the unapproved program, but certified for TAP during the audit period, July 1, 1900 through December 31, 1991. The school must refund the $75,009 overpayment plus applicable interest to the State. Simmons officials were provided with detailed listings of the disallowances. (KP)

ED 382 278 JC 950 263

Schormann, Randall S.; Carpenter, Lissette F.
An On-Going, Multi-Level Orientation and Renewal Plan: An Original and an Update.
PUB DATE- May 94
NOTE- 27p.; Materials presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (16th, Austin, TX, May 22-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Community Colleges; *Faculty Development; Full Time Faculty; *Inservice Teacher Education; *Instructional Development; *Instructional Improvement; Part Time Faculty; *Teacher Orientation; *Teaching Skills; Two Year Colleges

To strengthen its traditional professional development, which relies on off-campus experts, McLennen Community College (MCC) in Waco, Texas, has developed a popular and effective in-house system. Faculty members who are experts in their own fields serve as resource leaders in faculty development opportunities for salary step-credit and in activities offered solely for academic growth. Programs include: (1) courses offered for step-credit, which focus on topics directly affecting classroom

Age at First Childbirth and Views on the Importance of Children: A Study of White Women in Grahamstown" (Susan C. Ziehl); (9) "The Development and Evaluation of a Situation-Specific Parent-Training Programme" (A. S. de Vos); (10) "Mediation and Family Violence" (David Scott-Macnab); and (11) "Adjustment in Children and Families: An Integrated Summary" (Solly Dreman). Each of the papers contains references. (TJQ)

ED 382 296 PS 022 335

Kissman, Kris; Allen, Jo Ann
Single-Parent Families. Sage Sourcebooks for the Human Services Series, Volume 24.
PUB DATE- 93
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Cultural Differences; Ethnicity; Family (Sociological Unit); *Family Structure; *Heads of Households; *One Parent Family; Sex Differences; Sex Role; *Social Support Groups
IDENTIFIERS- *Family Ecology; *Family Intervention; Family Needs; Family Policy; Family Strengths; Family Support; Noncustodial Parents

More than one fourth of all families today are one-parent families, and almost 90 percent of those families are headed by women. This book focuses on assessment and intervention with one-parent families, particularly mother-headed families, based on gender-sensitive principles combined with other family-centered strategies to help accentuate the strengths these families possess. Special treatment methods for single-parent families based on factors such as the gender of the head of household, ethnicity, age, and sexual orientation are discussed. The importance of social policies and services that help single parents meet the challenging dual roles of caregiving and wage earning are emphasized. The 11 chapters in the book are: (1) "Gender-Sensitive Practice with Single-Parent Families"; (2) "Transitional Stages and the Family Life Cycle"; (3) "Conversations and Consultations with Single Mothers and Their Families"; (4) "Mother-Headed Families and the External Environment"; (5) "Support from Family and Partners"; (6) "Extrafamilial Support"; (7) "Ethnic Families"; (8) "Adolescent Parents"; (9) "Single Father-Headed Families"; (10) "Noncustodial Parenting"; and (11) "Policy Perspectives." Contains over 170 references. (TJQ)

ED 382 297 PS 022 428

Tubbs, Janet
Don't Worry, They'll Grow Up: A Parent's Survival Guide.
PUB DATE- 92
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Behavior; Child Development; *Childhood Needs; Early Childhood Education; Early Intervention; Family

language, manipulated objects, and solved problems at home and at school. The study observed the children at school and at home over a 5-month period, collecting videotape and audiotape records which were coded according to interaction setting, interaction, and communication. The study found that children interacted with adults a larger proportion of the time at home than at school, and most were not hesitant around teachers, parents, or observers. It did not find the expected split between adult and child realms in Hawaiian households. It did find that children tended to use objects in complex, goal-directed ways more frequently at home than at school, and tended to encounter and solve more problems by themselves at home than at school. Overall, the study found that the children grew up in widely diverse family settings, with no evidence for a prototypical Hawaiian family type or environment. (MDM)

ED 382 315 PS 022 994

Isenberg, Bob
WCPSS Parent Survey.
PUB DATE- 3 Feb 92
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Attitudes; Educational Environment; Educational Improvement; *Educational Quality; Elementary Secondary Education; *Parent Attitudes; Parent Participation; Program Effectiveness; School Districts; Surveys
IDENTIFIERS- North Carolina (Wake County); *Wake County Public School System NC

A study examined parents' opinions about the Wake County (Raleigh, North Carolina) public school system (WCPSS). Opinions were sought on the following areas at both the school and district level: school climate, quality of educational programs, expectations of students, school and system pride, parent involvement, and responsiveness to parent concerns. Additional items addressed issues related to specific programs such as year-round schooling, magnet programs, program evaluation, and arts education. Sixty-six percent of all parents in the district responded. Of those who responded, more than 69 percent indicated that their child's school was effective; responses were generally more positive at the elementary level than at the secondary level. Parents were more undecided and less positive about system level effectiveness. The greatest points of agreement among parents included: (1) they were comfortable visiting their child's school; (2) the school provided sufficient opportunities for parental involvement; (3) the school grounds were clean and attractive; (4) the staff was committed to excellence; (5) the school was a safe and secure place to learn. Strong parental support was shown for the supplemental math programs for at-risk students, and for greater evaluation of educational program effectiveness. Parents indicated less agreement as to whether: (1) the school system was better than it was 5 years earlier; (2) parents are sufficiently involved in planning and decision-making processes; (3) the central office is responsive to parental concerns; and (4) they would send their child to a more-distant school that offered a unique academic program. (A copy of the survey form is included.) (HTH)

ED 382 316 PS 023 002

language pathology provided classroom-based intervention under the combined supervision of a Head Start family educator, an early childhood special educator, and a university clinical supervisor. Contains 10 references. (Author/DR)

ED 382 336 PS 023 134

Greenman, Jim; Johnson, Nancy
Moving beyond a Cycle of Crisis: The Inner-City Child Care Marketplace.
SPONS. AGENCY- McKnight Foundation, Minneapolis, MN.
PUB DATE- Sep 90
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Day Care; *Day Care Centers; Early Childhood Education; Family Day Care; *Financial Support; Government Role; Infants; Inner City; *Integrated Services; Preschool Children; Supply and Demand; Toddlers; *Urban Problems
IDENTIFIERS- Reimbursement Programs; *Subsidized Child Care Services

The need for early education and care for the inner city population is growing to meet parents' needs for safe, affordable care, and to provide inner city children with the services they need. The Inner City Directions Project was funded to assess the viability of inner city programs in severe financial difficulty and to analyze the overall health of the inner city child care market. The report consists of 11 chapters: (1) an executive summary; (2) an introduction; (3) a description of the current inner city child care crisis; (4) the response to the crisis; (5) the inner city child care marketplace and organizations which play a major role; (6) demand issues impacting inner city education and care; (7) supply issues impacting inner city education and care; (8) the organizational and financial health of inner city child care centers; (9) emergency funding recommendations to the McKnight Foundation; (10) the impact of public policies and practices on inner city child care programs; and (11) recommendations. Project assessments found that: (1) many programs lack the organizational and financial management systems to maximize possible resources; (2) reimbursement rates based on an average market do not reflect the actual costs of providing a basic education and care service for inner city families; (3) selected Hennepin County policies and procedures have the effect of making care for subsidized families more costly than for fee paying clients; and (4) the special programming required to serve special needs children is more expensive and not adequately or equitably reimbursed through the current county special needs grants. Five appendices include a proposal for special reimbursement rates for centers serving at-risk inner city children; the survey and assessment tools used in the study; and summaries of the results of the organizational health assessments and the financial health assessments. The survey instrument is appended. (DR)

ED 382 337 PS 023 136

Duax, Tim, Ed.; And Others
Montessori Public School Consortium (MPSC) Update, 1993-1994.
PUB DATE- May 94
NOTE- 39p.
LANGUAGE- English

population of African-American urban children in the United States interviewed in an earlier study with comparable methods. The study considered the moral developmental theory, which supports the proposition that, in important ways, individuals' moral reasoning across cultures is similarly structured by concerns for human welfare, fairness, and rights. Contains 56 references. (BAC)

ED 382 357 PS 023 216

Conrad, Annabel
Content Analysis of Block Play Literature.
PUB DATE- Apr 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Behavioral Science Research; Child Development; *Content Analysis; Developmental Stages; Environment; *Play; Sex Differences
IDENTIFIERS- *Blocks

This study examined research on children's block play, using content analysis to review 75 documents that focused on such play. Each document was coded by type (empirical study or nonempirical article) and by 15 topics and 76 subtopics grouped into 4 broad categories: (1) environment/ecology; (2) block play and the school curriculum; (3) block play and child development; and (4) developmental stages of block play. Subtopic analysis resulted in a total of 959 coded items, exclusive of gender and age variables, which were analyzed separately. It found that statements concerning the environment and ecology of children's block play accounted for 37.12 percent, references concerning block play and school curriculum accounted for 25.34 percent, references to block play and child development accounted for 22.42 percent, and references to the developmental stages of children's block play accounted for 15.12 percent of the coded items. Comparisons between the topics addressed by empirical and non-empirical studies are reviewed. (Contains 48 references.) (MDM)

ED 382 358 PS 023 218

Yates, Miranda
Community Service in Adolescence: Implications for Moral-Political Awareness.
PUB DATE- Mar 95
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; Citizen Participation; Citizenship Responsibility; Developmental Tasks; Emotional Development; *Identification (Psychology); Moral Values; *Perception; School Community Relationship; *Self Actualization; Social Problems; *Social Responsibility; Youth
IDENTIFIERS- *Service Learning; *Youth Community Service

This paper provides an overview of research on community service in adolescence and outlines a theoretical approach that relates service participation to identity development. After building the case that the 1990s has been a period of increased interest depth look at the thinking behind the theory. The third section describes five multiple intelligence "best practices" and examines the overall impact of Gardner's theory on the contemporary classroom. Expanding on the practical applications of multiple intelligences, section four focuses on three authors' positions on the usefulness of the multiple intelligences approach for all children, regardless of background or label. This section reinforces the idea that all children possess multiple intelligences, from the "learning disabled" to the "gifted." The collection concludes with an array of essays and commentaries on the numerous uses of multiple intelligences theory. The ideas presented in the final section span the spectrum from goal setting to technology integration to innovative assessment alternatives. (AA)

ED 382 377 PS 023 266

Fogarty, Robin
Designs for Cooperative Interactions.
PUB DATE- 90
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Communication; Classroom Environment; *Cognitive Style; *Cooperative Learning; Elementary Secondary Education; *Grouping (Instructional Purposes); Interpersonal Communication; *Lecture Method; *Questioning Techniques; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Triadic Interaction Analysis

Educators are moving toward models of instruction that contain a myriad of interaction patterns among teachers and students. This shift from didactic teaching models to intensely involving designs is difficult for teachers, but is made easier if seen as a gradual change. This book provides an overview of 12 cooperative interaction designs for the classroom that involve high content (in standard disciplines such as the sciences, the humanities, and the arts); high support (which cites the expectations for cooperative interaction) and high challenge (which dictates the need for meaningful and thoughtful learner activities). An introduction provides an overview of the 12 cooperative interaction designs and suggests ways to use this book. The second section describes the 12 models: (1) lecture/rhetorical questioning: teacher talk; (2) signals/direct questioning: surveying; (3) turn to your partner and... (TTYPA); (4) paired partners: think aloud; (5) dyads: think/pair/share; (6) triads: observer feedback; (7) tell/retell: 2-4-8; (8) cooperative learning: groups; (9) traveling clusters: people search; (10) forced response: wraparound; (11) total group response: human graph; and (12) group investigation: jigsaw. A "Quick Reference of Cooperative Interactions" is included. The book's Afterword describes the new school "lecture," and a bibliography of 31 items divided under headings that mirror the 12 models concludes the guide. (DR)

ED 382 378 PS 023 267

Prentice, Mary
Catch Them Learning: A Handbook of Classroom Strategies. K-12.
PUB DATE- 94

improved compensation for child care workers, focusing on changing social attitudes, public policy initiatives, financing strategies, and coalition building. A list of forum participants is included. (MDM)

ED 382 397 PS 023 305

Lasee, Michael J.; Smith, Douglas K.
Relationships between the K-ABC and the Early Screening Profiles.
PUB DATE- Mar 91
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Dallas, TX, March 19-23, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Preschool Children; Preschool Education; *Screening Tests; Student Evaluation; *Test Reliability; *Test Validity
IDENTIFIERS- *Early Screening Profiles; Kaufman Assessment Battery for Children

This study compared the effectiveness of the recently-developed Early Screening Profiles (ESP) with the Kaufman Assessment Battery for Children (K-ABC), two screening tests designed to measure the cognitive, language, motor, and social development of preschool children. The tests were administered in counterbalanced order to a sample of 29 children between the ages of 3 and 6 by examiners trained in the administration of both tests. The study found that Pearson product moment correlations among scales purportedly measuring similar constructs were statistically significant and in the moderate to high range. The results indicate that the ESP and the K-ABC have substantial overlap and that the ESP can be effectively used as a preschool screening measure. (MDM)

ED 382 398 PS 023 307

Levitt, Mary J.; And Others
The Social Convoys of Children and Adolescents: Current Findings and New Directions.
PUB DATE- Mar 95
NOTE- 20p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Differences; *Children; Elementary Secondary Education; Family Relationship; *Interpersonal Relationship; *Peer Relationship; *Psychological Studies; Social Development; *Social Support Groups

This paper discusses the development of convoy relationships in early childhood and reviews research on the processes responsible for continuity and change in convoy relationships from early childhood through late adolescence. Convoy relationships are thought to develop from a core of early attachment relations that provide initial support to the child and foster expectations regarding future support. Research that focuses on age-related differences in convoy composition and function suggests that preschoolers tend to nominate close family members in their convoy networks, except when asked directly about their friends. Younger school-age children

ED 382 416 RC 019 974

Leveque, Dorothy M.
Cultural and Parental Influences on Achievement among Native American Students in Barstow Unified School District.
PUB DATE- Mar 94
NOTE- 42p.; Paper presented at the National Meeting of the Comparative and International Educational Society (San Diego, CA, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Acculturation; American Indian Culture; *American Indian Education; Dropout Rate; Educational Opportunities; Elementary Secondary Education; *Group Status; Immigrants; Minority Groups; Occupational Aspiration; *Parent Participation
IDENTIFIERS- *Barstow Unified School District CA; Indian Education Act 1988 Title V; *Native Americans

The academic achievement of Native American students in the United States has consistently been the lowest in the nation. This study examined the school performance, involvement of Native parents in the school life of their children, and assimilation patterns of a specific group of Native Americans who have lived in Barstow, California, for at least three generations. The case study approach used participant observation, ethnographic interview, and documentary analysis. Analysis of norm-referenced test data indicated that Native American students (K-12) in Barstow Unified School District (BUSD) scored as well as, or better than, the BUSD mean percentile scores for the total student population and the Caucasian subpopulation in all areas except second-grade reading in 1992 and third-grade reading in 1993. Between 1991 and 1993, the dropout rate for Native American students was only 10 percent, and the honor roll rate was 30 percent. At least 36 percent of Native students who attended BUSD between 1988 and 1993 continued their education past high school. The strongest link between educational opportunities and Native student achievement was found in the involvement of parents in the design and implementation of programs. The Native American families in Barstow are the descendants of Navajo and Pueblo railroad workers who chose to come to Barstow (thus assuming "immigrant" characteristics). Full assimilation into the majority culture occurred over three generations. Thus, the strongest elements contributing to Native student achievement were parental involvement and family acculturation patterns. The findings suggest that Ogbu's categories of immigrant and nonimmigrant minorities are not static, and that nonimmigrant minorities may not be bound to their castelike status. (KS)

ED 382 417 RC 020 009

Hu, Pauline P., Comp.; And Others
Selected Readings from CHIME in Conjunction with the Good Common School Project, 1994.
PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; *Developmental Programs;

Weiss, Chris
Who Benefits? Gender Analysis and the Role of Nonprofits in Affecting Public Policy.
PUB DATE- Mar 95
NOTE- 13p.; Paper presented to the Appalachian Studies Conference (Morgantown, WV, March 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advocacy; Community Development; *Economic Development; Economic Impact; *Females; Job Development; Job Training; *Nonprofit Organizations; Policy Formation; Public Policy; Rural Development; *Sex Differences; *Sex Fairness; Sex Role

This paper discusses the use of gender analysis to ensure that economic development policy has equitable consequences for women and men, and describes the role of nonprofit community organizations in promoting such analysis. Gender analysis assumes that role differences between men and women are socially defined and therefore open to change. Planners of a public policy initiative must understand the sexual division of labor and the differences in access to benefits and resources in specific situations. Questions that are key to gender analysis, or to any social analysis, focus on who does what; who has access to or control of resources and benefits; what factors influence activities, access, and control; and who is included at each project stage as informants, decision makers, service providers, and beneficiaries. Social and gender analyses ensure that more of the benefits of development accrue to the disadvantaged than the privileged, and that benefits are socially sustainable beyond the term of a project. In the past 12 years, a number of nonprofit community-based organizations have emerged that focus on women and economic development programs. Their activities include job placement and training programs, advocacy for nontraditional jobs, microenterprise training, and loan programs. As an example of the process of moving from practical needs to strategic action, the Coal Employment Project helped Appalachian women break into coal mining--nontraditional for women but one of the few decent-paying jobs in the mountains. (SV)

ED 382 434 RC 020 114

Fink, Mary A.
Go for It! Migrant Students Succeed in College.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 37p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Applicants; *College Bound Students; College Choice; *College Preparation; Educational Mobility; Higher Education; High Schools; *Migrant Youth; Nontraditional Students; *Paying for College; Vocational Education

College education can provide job opportunities, knowledge, skills, and personal growth. Migrant students who want to go to college should let others know of their interest and learn all semester, at Tennessee Technological University. Students were divided into four different groups--traditional cooperative learning, ability aligned cooperative learning, alphabetical cooperative learning, and a non-cooperative learning control group. Each of the groups was pretested with the AAPP test for mathematics and posttested with the same instrument at the end of the semester. Though results did not indicate statistically significant differences favoring the cooperative learning groups over the non-cooperative control group, the greatest gains were by the traditional cooperative groups. The other cooperative learning groups did not gain appreciably differently from the non-cooperative groups. (Contains 54 references.) (MKR)

ED 382 454 SE 055 891

Engineering, Scientific, and Related Occupations. Occupational Outlook Handbook Reprints. Bulletin 2450-3.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Choice; *Engineering; Higher Education; *Science Careers; Science Education; Secondary Education

This document provides a description of engineering, scientific, and related occupations. Descriptions may include: (1) information on the nature of the work; (2) training required; (3) earnings; (4) job prospects, and (5) sources of additional information. Among the occupations described, the following job titles are included: Engineering, Science, and Data Processing Managers; Aerospace Engineers; Chemical Engineers; Mechanical Engineers; Nuclear Engineers; Biological and Medical Scientists; Chemists; Meteorologists; and Surveyors. (ZWH)

ED 382 455 SE 055 894

Haury, David L.
African Americans in Science: Books for Young Readers. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Biographies; Blacks; *Books; *Educational Resources; Elementary Secondary Education; Multicultural Education; *Reading Materials; Science Education
IDENTIFIERS- *African Americans; ERIC Digests

American society and classrooms are culturally multifaceted. However, people of color are woefully underrepresented in many professions, particularly those related to the sciences and allied technical fields. An expanding gap, for example, continues to separate the degrees of participation in science programs and careers among European Americans and African Americans. In an effort to fill this gap, many teachers are searching for methods and resources to aid in teaching the driven to theory-generating research. Results to date have implications for expectations of the amount of time necessary to effect local systemic change as well as the multiplicity of tasks at many levels that must be carried out, and confirm the value of long term investments of resources for reform agendas. Contains 19 references. (LZ)

ED 382 476 SE 056 292

Core List for an Environmental Reference Collection.
PUB DATE- May 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Environment; Environmental Education; *Environmental Research; *Environmental Standards; *Legislation; Library Research; Policy; *Pollution
IDENTIFIERS- *Environmental Issues

This bibliography identifies key books, reports, and documents for research in the areas of environmental protection, management, and science. The titles included are those used most frequently by librarians and their staffs working in Environmental Protection Agency libraries in support of the Agency's mission. Recommended titles are listed under the topics: air, bibliographies, dictionaries and glossaries, directories, encyclopedias, environmental management, environmental policy, general environmental information, hazardous waste, laboratory practices, law and legislation, pesticides, pollution prevention, research and development, solid waste, toxic substances, and water. Each entry includes the title, author or editor, publication date, publisher or distributor, and ordering information. The bibliography contains a brief list of background documents that may be found in non-environmental collections, but which are useful for researching regulatory or legislative environmental information. A table of acronyms used throughout the listing is also provided. A list of companies that publish or distribute environmental information sources contains 67 entries. Includes an index. (LZ)

ED 382 477 SE 056 302

Froseth, Stan; Poppe, Barbara
Internet Activities Using Scientific Data. A Self-Guided Exploration.
PUB DATE- Jan 95
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; Computer Software; Databases; *Data Collection; *Independent Study; *Science Activities; Science Education; *Scientific Research; Secondary Education; Technology Education; Telecommunications
IDENTIFIERS- *Internet

This guide is intended for the secondary school teacher (especially math or science) or the student who wants to access and learn about scientific data on the Internet. It is organized as a self-guided exploration. Nine exercises enable the user to access and analyze on-line information from the National Oceanic and Atmospheric Administration (NOAA) and expectations about possible changes in the direction of a cooperative and caring planet, to create attitudes through involving young and old in caring and protecting activities, and to make it possible to turn some of the caring and protecting activities into habits. These are some of the core ideas of the project for Ecological and Cooperative Education (PEACE), a cross national project with participants from Russia, Ukraine, Slovenia, Croatia, the United States, and the Scandinavian countries. This report summarizes the presentations and discussions on ecological and cooperative education at the project's meeting in Norway, in March, 1994. The report is divided into 7 parts. Part 1 focuses on human rights and security and contains three articles: (1) "Children's Rights" (Annelise Droyer); (2) "Good Neighbors, We and They" (Willard G. Jacobson; Carol W. Jacobson); and (3) "Education as Part of NGO's Work" (Betty Nicolaisen). Part 2, focusing on ecological challenges, contains: (1) "Making the Children Participants" (Tatiana Tkachenko); (2) "Ecological Education" (Ludmila Voloditina); and (3) "Nature as Part of Education" (Julia Kipko). Part 3, focusing on cooperation and conflict resolution contains "Communication and Conflict" (Nina Ashkinazy; Galina Kovalyova). Part 4, focusing on peace education in English teaching, contains two article: (1) "Peace and Cooperation through English Teaching" (Jana Krakova); and (2) "Content of Foreign Language Teaching" (Felix Litvin). Part 5 contains "Ecological and Cooperative Education in Teacher Training" (Valentina Mitina; Emilia Sokolova). Part 6 on schools for peace contains descriptions of multicultural schools by Anne Shephard and Gro Tveten. Part 7 presents conclusions. (DK)

ED 382 496   SO 024 677

Smith, Robert W.
Schooling and the Formation of Students' Gender Identities.
PUB DATE- 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Individual Differences; Self Concept; *Sex Differences; *Sex Role; *Sex Stereotypes; *Sexual Identity; Social Development; Stereotypes

This research paper explores the role of schooling in the formation of students' gender identities with particular attention to the social construction of masculinity. Understanding the formation of male identity is important in thinking about the roles of teachers and classrooms. Six pre-service teachers, three male and three female, were selected at random from a pool of volunteers and asked to reflect on and reevaluate the messages they received in school in relation to their gender identities. Through in-depth interviews that were audiotaped, the participants were queried as to their experiences in developing their gender identity. The study suggests that through reevaluating their own experiences, pre-service social studies teachers may be less likely to impose limiting gender definitions on their students. A review of the literature details the research on this topic. (EH)

ED 382 519 SO 025 028

Antidote: Civic Responsibility. Connecticut Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 15p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Connecticut; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Connecticut state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 520 SO 025 029

Antidote: Civic Responsibility. District of Columbia Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 18p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *District of Columbia; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on District of Columbia state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 544 SO 025 053

Antidote: Civic Responsibility. Oklahoma Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 16p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Oklahoma; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Oklahoma state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 545 SO 025 054

Antidote: Civic Responsibility. Oregon Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 17p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Oregon; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Oregon state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC) practice have focused on developing and implementing a constructivist curriculum. Successes that have been achieved can be attributed largely to the sense of shared ownership among school and university staff. Obstacles to implementation have come from a variety of sources, including resistance to the constructivist approach from teachers and conflict between the constructivist curriculum and assessment framework and the requirements and policies of the school district. Shared decision making has produced both ownership, and thus support, of the program, as well as strains on personal relationships and staff schedules. Communication has been the greatest challenge to the collaboration. Although efforts are being made to advance institutionalization of the PDS concept, obstacles from the state, district, university, and school must be overcome. (IAH)

ED 382 566 SP 035 871

Wiggins, Robert A.
Beyond Pragmatic Skepticism: Supporting the Continued Professional Growth of Teachers.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Constructivism (Learning); Educational Philosophy; Elementary Education; Elementary School Teachers; *Faculty Development; *Inservice Teacher Education; *Instructional Effectiveness; Interaction; *Reflective Teaching; *Self Concept; Teacher Attitudes; Workshops

This study sought to promote increased understanding of teachers' personal beliefs and philosophies about teaching and learning and the impact of these beliefs and philosophies on action in the classroom. Subjects were 17 elementary school regular and special education teachers who participated in an inservice course, videotaped themselves teaching before and after the course, and wrote reactions to the videotapes. The inservice workshops were based on socio-constructivist principles concerning the role of interaction and reflection in the learning of teachers. The paper discusses inconsistencies between the teachers' statements about how they felt about the experience and the actions they took in response to the experience. Teachers indicated that the workshops had not constituted a learning experience for them, but they described changes in the way they did things in the classroom as a result of participation. Pre/post-workshop questionnaires revealed changes in the way the teachers conceptualized discussion in the classroom, the importance of interaction, and their understanding of the term "scaffolding." The teachers are characterized as pragmatic skeptics who were concerned about how change would affect their students. Implications for promoting reflection and implementing staff development are discussed. (Contains 55 references.) (JDD)

ED 382 567 SP 035 874

Anderson, Stephen A.
Synthesis of Research on Mastery Learning.
PUB DATE- 1 Nov 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

Gibbons). Part 2 considers the institutional dimension and includes "Research Productivity and the Environmental Context" (Mary Frank Fox); "Constraints on the Individual Researcher" (Maurice Kogan and Mary Henkel); "Toward a Broader Conception of Scholarship: The American Context" (R. Eugene Rice); "Teaching and Research" (Christopher Ball); and "Graduate Education and Research Training" (Burton R. Clark). Part 3 outlines prospects for academic research in three papers: "Issues in American Science Policy" (Robert M. Rosenzweig); "Issues in British Higher Education Policy" (Thomas G. Whiston); and "Uncertainties in Britain's Transition from Elite to Mass Higher Education" (Martin Trow). (Each paper contains references.) (JDD)

ED 382 106   HE 028 307

Worth, Michael J.; Asp, James W., II
The Development Officer in Higher Education: Toward an Understanding of the Role. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.; For the full report on which this digest is based, see HE 028 308.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Administration; *Finance Occupations; *Fund Raising; Higher Education; *Institutional Advancement; Leadership; Models; Private Financial Support; *Staff Role
IDENTIFIERS- *Development Officers (College); ERIC Digests

The literature in the field of higher education fund-raising places development officers into four roles: (1) salesman, which emphasizes soliciting gifts; (2) catalyst, working behind the scenes to support fund-raising activities of presidents and volunteers; (3) manager, which requires organizing fund-raising programs and staff; and (4) leader, with a voice in policy decisions beyond fund-raising. This digest proposes a "development officer paradigm" that depicts the relationships among these four roles. The model includes two "vectors," one describing internal and the other external development functions. The digest also discusses personality traits required for success as a development officer, the field of development as an art or a science, appropriate motivation for entering a development career, development as a "profession," the development officer's relationship to the college/university president and the trustees, the development officer's role in institutional planning, gift solicitation, additional research needed regarding the development officer's role, and future of the development officer's role. (Contains 6 references.) (JDD)

ED 382 107   HE 028 308

Worth, Michael J.; Asp, James W., II
The Development Officer in Higher Education: Toward an Understanding of the Role. ASHE-ERIC Higher Education Report No. 4.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 109p.; For a digest of this report, see HE 028 307.
LANGUAGE- English

trends in and prospects for research training in member nations of the Organization for Economic Cooperation and Development. "Problems and Prospects of Research Training in the 1990s" (Stuart Blume) looks at trends in national policy toward research training and issues of quality. "Research Training in Australia--Policy, Practice, and Directions in the 1990s" (Tim Turpin and Sue Curtis) covers current issues including quality, and postgraduate training. "Research Training in Canada" (Gilles Julien), reviews university degree structure, current status, training and the labor market, and current concerns and initiatives. "Research Training in Finland" (Ulla Ekberg), looks at the Finnish system, steering mechanisms for researcher training, recruiting, characteristics of training, cooperation with business and industry, postgraduate study, and women in training. "Research Training in Italy" (Sveva Avveduto) describes research training inside and outside the university setting. "Research Training in Japan" (Shinichi Yamamoto), details the structure of degrees and scale of training, current organization and content of training, and current problems and initiatives. "Postgraduate Research and Training in the United Kingdom" (Robert G. Burgess and others), explores development of training; current dimensions and structure; training in the sciences, social sciences, humanities, and financing; student motives and experience; the labor market and an institutional response. "Postgraduate Research Training in the United States" (Jules B. Lapidus and others), discusses degree and training structures, current organization and content of training, issues and concerns, and new initiatives. "Research Training in the Czech Republic" (Dana Tollingerova and others) reviews preparation for training, postgraduate studies, institutionalization and internationalization, legal conditions, and the current science policy of the government. An appended paper, "Research Training and Employment for Holders of Doctorates in France--The Activities of the Association Bernard Gregory (ABG)" (Jose Ezratty) describes the origin, operation and studies of the ABG, European initiatives, and the international mobility of French postdoctoral researchers. (Papers contain references.) (JB)

ED 382 126 HE 028 327

Arcaro, Jerome S.
Teams in Education: Creating an Integrated Approach.
PUB DATE- 95
NOTE- 107p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Charts; Check Lists; Diagrams; *Educational Administration; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Flow Charts; Graphs; Higher Education; *Management Teams; Program Development; *Team Training; *Total Quality Management; Workbooks
IDENTIFIERS- Continuous Quality Improvement

This handbook is designed to help educational professionals develop cross-functional or departmental quality teams. Nine chapters focus on: (1) the concept of Total Quality Management (TQM) and 14 points for quality in education; (2) team goals and formation; (3) stages of successful team building; (4) the development of quality task teams; (5) managing team meetings; (6) tools for reaching consensus; (7) the basic tools of TQM, federal government for family members of employees at educational institutions performing government-funded research. The study involved visits to 5 of the 10 universities receiving the most federal government-funded contracts and grants. The report addresses: (1) comparison of allowability under Office of Management and Budget guidance and Federal Acquisition Regulations; (2) tuition assistance programs as a common practice at many universities; (3) wide variations among tuition assistance programs for dependents and spouses; (4) the federal share of tuition assistance costs; (5) the substantial amounts of research awarded to universities by federal agencies; (6) universities' views on the value of tuition assistance programs; (7) salary ranges of employees receiving tuition assistance; Office of Management and Budget comments; and (8) study scope and methodology. Appendices include agency comments and a list of major contributors to the report. (DB)

ED 382 146   HE 028 347

Gillie, Scott
Postsecondary Encouragement in Indiana: A Progress Report.
PUB DATE- May 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; College Bound Students; *Educational Trends; *Enrollment; *Enrollment Trends; *Higher Education; High Schools; High School Seniors; Hispanic Americans; Minority Groups; State Surveys; Student Financial Aid; *Trend Analysis
IDENTIFIERS- African Americans; Hispanic American Students; *Indiana; Indiana Academic Honors Program; Scholastic Assessment Tests

This report summarizes indicators of progress in encouraging Indiana high school students to pursue postsecondary education and training. The report uses text, tables, and graphs to address: (1) trends in high-school seniors' postsecondary plans (as reported in the Indiana Department of Education senior intentions survey); (2) trends in postsecondary enrollment of traditional-age students; (3) trends in the postsecondary enrollment of historically underrepresented groups, African-Americans and Hispanics; (4) trends in high-school students' preparation for college; (5) trends in participation in the Indiana Academic Honors Program (a program of study recognized by all Indiana public postsecondary institutions as qualifying students for automatic admission); (6) trends in Indiana participation in the Scholastic Assessment Tests; and (7) trends in Indiana financial aid participation. Among indicators noted are the following: postsecondary participation by Indiana students has increased 29 percent in the past 5 years; most families of ninth-graders haven't yet begun or are unable to set money aside for their children's postsecondary education; college enrollments leveled off in 1993-94 and 1994-95. (DB)

ED 382 147   HE 028 348

Shackelford, Ray
Using Teaching Portfolios To Improve and Assess Teaching.
PUB DATE- 8 May 95
NOTE- 15p.; Paper presented at Center for Educational Development and Assessment Conference on Evaluating Faculty Performance (San Juan, PR, November 8-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

desktop publishing; (5) graphic development and manipulation; and (6) audio-visual recording and manipulation. The curriculum design involved the requirement that students use technology in order to complete internship-related assignments; use of lesson plans with reflective activities which introduced technological concepts; the development of activities which were relevant to students' lives and internship experiences which could be illustrated and analyzed with integrated software applications; and engagement in post-secondary media center research that enabled students to conduct on-line searches relating to the professional internship fields. Student competency evaluation consisted of students developing a portfolio exhibiting all technology products developed during the course, post tests measuring knowledge of technology terms and applications, completion of a comprehensive media center assignment, and exhibition of technology skills at the professional internship site as measured by sponsor feedback on student performance. Week-by-week documentation of the course is provided. Results showed that the implementation strategies greatly improved student competency, and that by regularly providing technology access to students, confidence levels were heightened. Fourteen appendices include many of the instruments utilized in the study. (Contains 15 references.) (MAS)

ED 382 166 IR 017 097

Evaluation of the Alberta SchoolNet Project.
PUB DATE- 29 Jul 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Access to Information; *Computer Networks; *Educational Improvement; Elementary Secondary Education; Evaluation Methods; Foreign Countries; Information Technology; *Instructional Innovation; *Integrated Services; Mathematics Education; Models; Pilot Projects; Program Design; *Program Evaluation; Science Projects; Tables (Data); Technology; Telecommunications
IDENTIFIERS- *Alberta; Canada

SchoolNet is a Canadian national program designed to link electronically 300 schools in order to provide access to communications and information technology. Thirty schools in Alberta were selected as pilot sites to develop projects in science, mathematics, or technology which could use resources that enhance student learning experiences. The projects began in January, 1994 and continued until the end of May. School evaluation reports focused on pedagogical approaches, student learning, and achievement of project objectives. This report consists of four parts: a description of the Alberta SchoolNet Project with a focus on expected objectives, procedures, and outcomes; the evaluation context in which the terms of reference and the methodology for evaluation are explained; findings and discussion for the technical, educational, pre-service, in-service, and support components of the project; and recommendations for those components. A table provides SchoolNet Project summaries. Appendices include the location of participating schools in Alberta, a model for the Alberta SchoolNet Connection, and the CA*net "Backbone Configuration" on a map of Canada. (AEF)

ED 382 167 IR 017 098

following conclusions can be made: the inequities which exist with respect to technology must be remedied in order to ensure that all children can compete in a technological society; educators debating the issue need to stay focused on the goals of education, and produce not only "technologically literate" citizens, but more importantly "literate" citizens; the lack of technological skills of many educators limits the implementation of many technology programs to their full potential. Recommendations are provided for teachers, administrators, and state educational agencies. (Contains 13 references.) (MAS)

ED 382 184 IR 017 125

Pollalis, Yannis A.
Integration of Information Management and Organizational Behavior: Lessons from Group-Based Teaching Experiences.
PUB DATE- 6 Jun 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Organization; Classroom Techniques; *Cooperative Learning; Course Content; *Group Activities; *Group Instruction; Higher Education; *Information Management; Information Technology; *Intellectual Development; Student Motivation; Teaching Methods; Undergraduate Students
IDENTIFIERS- *Organizational Behavior

This paper reports on observations from teaching an undergraduate information-based organization (IBO) course and builds on past research to explain the findings in student issues, achievement motivation, and small-group effectiveness in information management teaching. The paper has three purposes: (1) to describe the development of a new course dealing with the integration of managerial and organizational behavior (OB) knowledge and information management (IM) knowledge; (2) to demonstrate the role and usefulness of groupwork in undergraduate teaching and its implications on motivation and learning; and (3) to discuss four stages of student motivation and intellectual development observed during the course. Two large sections of an undergraduate core course in information-based organizations (IBOs) were taught with a teaching approach based on small group interactions (i.e., using in-class experiential exercises) and involving self-directed learning. The course had two goals: to introduce the students to management and OB principles, and to help them understand the role of IM, as well as information technology's (IT) impact on organizational structure, culture, change, and development. Findings show that collaborative environments in the classroom induce much higher degrees of learning than environments based on the traditional teacher-dependent or lecture-based models. Furthermore, groupwork and role taking can both increase motivation and improve learning, enhance intellectual development and the confidence of the students, as well as increase the excitement and rejuvenation of the instructor. A chart outlines small group activities and their respective academic impacts, and a figure illustrates the stages of student intellectual development in the IBO course. (Contains 13 references.) (MAS)

ED 382 185 IR 017 126

CNN Newsroom Classroom Guides. May 1-31, 1995.

This paper argues that the ancient people of Kemet (Egypt), "the black land," built and operated the first major libraries and institutions of higher education in the world. Topics of discussion include the Ancient Egyptians as an African people; a chronology of Ancient Kemet; literature in Kemet; a history of Egyptian Librarianship; the temple-library-university; the Kemetic library as the prototype for all libraries; the first librarians and library directors; library architecture; Kemetic education; the roots of the Dewey Decimal system in Kemetic classification; the classification system of Kemet; information retrieval and a library catalogs in Kemet; roots of the bookcase/chest in Kemet; and miseducation and misinformation on library history. (Contains 70 references.) (AEF)

ED 382 205 IR 055 486

Kenney, Anne R.; Chapman, Stephen
Digital Resolution Requirements for Replacing Text-Based Material: Methods for Benchmarking Image Quality. Tutorial.
PUB DATE- Apr 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Graphics; *Optical Scanners; *Reprography
IDENTIFIERS- *Benchmarking; Black and White; Cornell University NY; *Digital Imagery; Digital Quality Index Formulas; Digital Scanning; Grayscale; *Resolution Requirements (Imaging)

This tutorial provides a means to estimate resolution requirements for the use of digital imaging technology in converting text-based material. It is suggested that benchmarks for resolution can be calculated by evaluating the physical attributes of source documents and by applying Quality Index formulas that have been derived from those established for preservation microfilming. The formulas are based on three variables: the height of the smallest significant character, the desired quality to be obtained in the reformatted version, and the resolution of the recording device. For the past several years, the Cornell University Department of Preservation and Conservation (New York) has experimented using the Digital Quality Index formula to predict resolution requirements for a wide range of documents using a number of scanning devices. The results of these and other experiments confirm the utility of the Digital Quality Index formula for bitonal (black and white) scanning, but a slight modification to the formula is recommended in cases where grayscale scanning is employed. It is cautioned that the use of these formulas are for benchmarking purposes only. Assessment methods for scanner performance are discussed, and a continuous quality assurance program is recommended. Sections include: "Where to Begin"; "How To Determine Digital Image Quality"; "Scanning Methodologies and Compression Techniques"; "Bitonal Scanning"; "Grayscale Scanning"; "Verifying the Predicted Quality Index"; "Visual Inspection"; "Suggested Guidelines" and "Summary of Recommendations." Seven figures and three tables illustrate the process and data. (Contains 20 references.) (MAS)

ED 382 206 IR 055 487

Kantor, Paul B.; And Others
Studying the Cost and Value of Library Services: Final Report. Technical Report APLAB/94-3/1,2,3,4.
SPONS. AGENCY- Council on Library Resources, Inc., Washington,

Through the development and use of a computer databased bibliographic cataloging system, this practicum aimed to improve the organization and management of the non-print media collections housed in a Native American Indian reservation's high school language arts department and library in order for the teaching staff to gain better access to the collections' supplemental material that supports the English-as-a-Second-Language (ESL) program for the school's Limited English Proficient (LEP) students. A team of educators constructed the database from a commercial software package that cataloged the bibliographic information of non-print collections, designed the database screen, utilized 10 entry fields, and cataloged 1,528 titles. A training session was conducted with the teaching staff to demonstrate the database and to instruct on accessing techniques. Workshop materials were written and distributed. At the end of the implementation process, an analysis of pre- and post-survey results revealed that the high school instructional staff found the non-print media collections more organized and accessible. Staff perceived themselves as deriving greater use from their instructional efforts, and the collections were meeting their instructional needs at a greater level. Four tables, five figures and a diagram illustrate the database and findings. Twelve appendices provide survey instruments, workshop booklet, samples of the printed copy of the book catalog and thesaurus of descriptors, and the procedure manual. (Contains 56 references.) (Author/MAS)

ED 382 224 IR 055 519

Diaz, Karen R., Ed.
Electronic Publishing Alternatives for Collections of America's Diversity. RASD Occasional Papers, Number 18.
PUB DATE- 95
NOTE- 52p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; Case Studies; Costs; *Cultural Differences; Decision Making; *Electronic Publishing; *Information Dissemination; Information Networks; Online Systems; *Online Vendors; Users (Information)
IDENTIFIERS- Electronic Media

This publication was developed by the Reference and Adult Services Division/Machine-Assisted Reference Section/User Access to Services committee of the 1993 ALA (American Library Association) Midwinter meeting, and was designed for archivists, publishers, librarians, and associates in research centers and societies. Information is presented on how to turn valuable, but invisible print resources into more valuable and highly visible electronic resources, identifies electronic publishing alternatives, as well as information on free commercial services. Several electronic formats are identified that could be used for making information or resources available to users. Brief definitions of those formats, pointers for where to go for more information, comparisons, case studies of successful projects, and an extensive list of material currently available are included. Costly as well as largely cost-free alternatives are outlined. This guide does not give technical instruction for making materials available electronically; it is meant to assist the decision-making process, but not to teach the production process. Sections and post-test scores on the mathematics subtest of the New Jersey College Basic Skills Placement Test (NJCBSTPC), the study found no significant difference between the amount of learning of students taught by full-time and part-time faculty. Group I had a mean posttest score on the NJCBSTPC of 177.8400, with a standard deviation of 4.186, while group II had a mean score of 177.9800, with a standard deviation of 3.514. (Contains 44 references.) (KP)

ED 382 242 JC 950 222

Conklin, Karen A.
Employment, Salary and Placement Information for Johnson County Community College Career Programs.
PUB DATE- Dec 94
NOTE- 81p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Employment Opportunities; *Employment Projections; *Job Placement; Labor Market; Labor Needs; *Occupational Information; *Salaries; *Technical Education; Two Year Colleges; Vocational Education
IDENTIFIERS- Johnson County Community College KS

Drawing from local, state, and national data sources, this report from Johnson County Community College (JCCC) in Kansas summarizes the employment outlook in occupations corresponding to the college's career programs. The first section of the report offers 1992-2005 national employment projections, focusing on the fastest growing occupations, fastest growing occupations requiring some postsecondary or extensive employer training, and occupations with the largest numerical increases. This section indicates that: (1) employment will grow faster than the labor force; (2) industry employment will continue to shift from the goods-producing to the service-producing sector; and (3) the bulk of employment growth will be in health services, retail trade, and business services. The remainder of the report focuses on the employment outlook in the following fields: accounting; administration of justice/law enforcement; automotive body repair technology; automotive technology; aviation maintenance technology; business entrepreneurship; carpentry technology; chef apprentice; civil engineering technology; commercial art; construction management; data processing; dental hygiene; drafting technology; electronics engineering technology; emergency medical science; fashion merchandising; fire science; grounds and turf management; health information technology; hospitality management; heating, ventilation, and air conditioning technology; industrial programmable controls; interior merchandising; interpreter training; marketing and management; metal fabrication; nursing; occupational therapy assistant; office systems technology; paralegal; physical therapy assistant; printing technology; radiologic technology; railroading operations; respiratory therapy; sales and customer relations; veterinary technology; and welding technology. For each field, the report presents employment and salary information for the greater Kansas City area, for the state, and for the nation. For most fields, information on the average wages of JCCC career program completers and JCCC placement information is also provided. (KP)

ED 382 243 JC 950 223

Johnson County Community College Fall 1994 Enrollment Report.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Articulation (Education); *College Credits; *College Transfer Students; Community Colleges; Educational Mobility; Enrollment; Followup Studies; Grade Point Average; Grades (Scholastic); Questionnaires; School Demography; *Student Attitudes; Success; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Patrick Henry Community College VA

In September 1993, Patrick Henry Community College (PHCC), in Virginia, conducted a study of the characteristics and academic performance of students who transferred to four-year institutions during the fall semesters of 1990 and 1993. Two sources of data were used: student records from 18 four-year institutions and responses to a questionnaire mailed to former PHCC students. Results of the study indicated the following: (1) while white and most minority students were proportionally represented among transfer students, African American transfers were slightly lower than the percentage of head count enrollment for the same period; (2) approximately 87% of the students who responded to the survey indicated that their intended educational goal at PHCC had been to attain an associate degree or transfer; (3) 95% of respondents indicated that they had met their educational goals to some extent (31%) or to a great extent (64%); (4) three-fourths of students had earned over 37 semester hours before transferring, with 44% earning 60 or more hours and 21% earning 75 or more hours; (5) the average number of credit hours earned by respondents was 53.5 and the average number of transfer credits accepted by senior institutions was 47, indicating that students lost few credits upon transfer; and (6) faculty performance, instructional quality, and faculty/student interaction rated highest among students. (Data tables and the survey instrument are appended.) (MAB)

ED 382 261 JC 950 244

Rubi, David C.
The State's Return on Investment in the Arizona Community Colleges. Institutional Effectiveness Series: Return on Investment Measure, May 1995.
PUB DATE- May 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Role; *Community Colleges; *Cost Effectiveness; *Economic Impact; Educational Economics; Financial Support; Human Capital; Investment; Program Effectiveness; *Salaries; *State Aid; Taxes; Two Year Colleges; Wages
IDENTIFIERS- *Arizona

According to U.S. Census statistics, for every step up in educational attainment, there is an increase in average income. The mean income for those with an associate's degree, $21,116 per year, is five percent more than a person with some college, and 40% more ($6,050), than a person with only a high school diploma or equivalent. The basic cost of obtaining an Arizona community college Associate's degree, $3,267, will increase a persons 40-year worklife income by $242,000 providing a return of 731% on the original cash investment. In 1992-94, the total state cost for 64 credit hours was $2,356.01 per full-time student equivalent. When the amount of 1994 income taxes paid by high school graduates is compared with those holding instruction at MCC and which emphasize carryover from the course to the classroom; (2) non-credit, 4-hour workshops; (3) faculty development meals, "cajolery lunches," where basic teaching skills are discussed; (4) participation by five of MCC's best instructors in local Great Teacher Workshops; (5) the Vitality in Mission program, through which seven faculty members are selected to study teaching and learning in MCC classrooms; (6) Great Teacher Connections, which links MCC faculty to top area high school teachers; (7) Partners for Teaching Excellence, which pair new instructors with experienced teachers; and (8) popcorn sessions for discussing single topics in depth. Another aspect of MCC's faculty development efforts is an on-going, multi-level orientation and renewal plan. Before the beginning of each semester, 3 days of orientation activities are attended by all new part- and full-time faculty. Throughout the year, MCC provides additional orientation and renewal activities for all faculty interested in studying the art and craft of teaching and learning. (VIM materials, the complete orientation schedule, and an updated version of the paper are included.) (KP)

ED 382 279   JC 950 264

Head, Ronald B.
Minority Enrollment Report, Fall Semester 1994. Research Report No. 2-95.
PUB DATE- Apr 95
NOTE- 34p.; For the fall semester 1993 report, see ED 366 379.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Blacks; College Attendance; Community Colleges; *Enrollment; *Enrollment Rate; *Enrollment Trends; Longitudinal Studies; Minority Groups; *Racial Composition; *School Demography; Student Attrition; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Piedmont Virginia Community College

Each year, Piedmont Virginia Community College (PVCC) examines longitudinal data on fall term minority enrollment to identify trends which may be of interest to those involved in planning student recruitment and retention activities. The analysis for fall 1994 indicated the following: (1) 594 minority students attended PVCC during fall 1994, accounting for nearly 15% of the student body; (2) 418 of the minority students were African-American, 96 were Asian or Pacific Islanders, 32 were Hispanic, and 12 were Native American or Alaskan natives; (3) between fall 1993 and fall 1994, the number of white students enrolled at PVCC declined by 6.8% and the number of African-American students decreased by 18%, while the number of minority students other than African-American increased by 14.3%; (4) tuition increases of 75% over the previous 6 years were partially responsible for the declines in enrollment; (5) the mean age of white students was 31 years, compared to a mean age of 29 for African-American, and 28 for other minority students; (6) 26.3% of the African-American students, 30.9% of the white students, and 35.2% of the other minority students were new to PVCC in fall 1994; (7) approximately the same percentage of African-American and white students resided within the PVCC service region; and (8) the percentage of curricular students within the student body as a whole was 54.3%, the highest figure for the 1990's, with the percentage of curricular students among African-Americans reaching 68.9%. (MAB)

Environment; Individual Development; *Learning Activities; *Parent Child Relationship; Parent Influence; *Parenting Skills; Parent Materials; Self Esteem; Self Evaluation (Individuals)
IDENTIFIERS- Gangs

This workbook was developed as part of an arts-based prevention and primary intervention program for preschools, parochial and elementary schools, day care centers, churches, and homes. It is designed to help parents identify potential or existing problems and create feelings of value and self-reliance in young children. The importance of enjoying parenting and respecting the child are pervasive themes throughout the text. Individual chapters consider the following: (1) techniques for understanding yourself and the impact of the painful comments stored in your psyche; (2) ways of breaking destructive patterns and understanding what is done and said to children; (3) techniques for understanding the stress of childhood; (4) developing self-esteem; (5) guidelines and activities for making decisions; (6) trusting yourself; (7) temperaments; (8) gangs, groups, and cults; (9) creativity and self-worth; (10) the importance of color; (11) ways of creating a happy, healthy home; (12) the therapeutic and educational benefits of journal writing for children and parents; (13) puppetry; (14) music, sound, and noise; (15) table manners and telephone courtesy; (16) fun things to do; and (17) ways of developing imagination and improving memory. The final chapter summarizes various tips and observations made throughout the text. (SM)

ED 382 298 PS 022 590

Directory of Early Childhood Care and Education Organizations in Sub-Saharan Africa. First Edition.
PUB DATE- 92
NOTE- 289p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Community Programs; Cooperative Programs; *Day Care; *Developing Nations; *Early Childhood Education; *Family Programs; Foreign Countries; *International Organizations; Program Descriptions
IDENTIFIERS- *Africa (Sub Sahara)

This directory describes 241 non-governmental and governmental organizations, based in 40 sub-Saharan African countries, involved in early childhood care, development, and education. A useful information source for those working with and for children, the directory encourages and facilitates communication and information-sharing between individuals and institutions seeking to improve the situation of children worldwide. An analytical section contains two articles: "Childhood in Sub-Saharan Africa: Challenges and Opportunities (Bernard P.Y. Combes) and "Early Childhood Care and Education in Sub-Saharan Africa: Survey Findings" (Joan Furman Combes). The organizational profiles include the following information: (1) organization name, address, telephone and fax numbers; (2) contact person; (3) date founded; (4) number of salaried and non-salaried staff; (5) current budget; (6) major objective; (7) countries where the organization is active; (8) types of actions undertaken by the organization; (9) cooperation and partnerships with other organizations and different communities; (10) young child, family, and community programs within the organization; (11) target groups; (12) services; and (13) information activities. In addition to alphabetical and geographical indexes, the directory includes 5 additional

Miller, Susan R.
Changing Directions: Toward a Comprehensive System of Services for Early Childhood Care and Education.
PUB DATE- Oct 94
NOTE- 27p.; A product of the Kids Public Education and Policy Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Advocacy; Agency Cooperation; *Coordination; *Day Care; *Early Childhood Education; Eligibility; Family Programs; Financial Support; *Government Role; Low Income Groups; Poverty Programs; Program Improvement; State Agencies; *State Programs
IDENTIFIERS- Affordability; *Illinois

This paper discusses the nature and availability of early childhood care and education in Illinois and advances recommendations to improve the current system. It argues that current multiple federal, state, and local funding streams, with different eligibility requirements and administrations, divide families and programs into artificial and inappropriate categories, and lead to serious inequalities in quality and comprehensiveness. Despite a recent surge in the number of coordinating bodies, planning initiatives, and service integration efforts, Illinois families still face a maze of programs, eligibility requirements, application procedures, and unconnected services. The following recommendations are offered: (1) the creation of a cabinet-level state department of early childhood services; (2) the creation of a state-level entity within the governor's office with the authority to ensure collaboration of early childhood services across agencies; (3) the development of mechanisms to ensure that early childhood issues of access, quality, and coordination are part of local community planning efforts; (4) the development of an expanded state prekindergarten program to include children from birth through age 5; and (5) the development of a centralized computer information system. (MDM)

ED 382 317 PS 023 022

Sandell, Elizabeth J.
Review of Parent Education Resources for Adults with Low English Proficiency.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- ion of a state-level entity wit office with the authority to ensure collaboration of early childho
DESCRIPTORS- Adult Education; Book Reviews; Courses; Cultural Awareness; *Family Programs; Hmong; *Instructional Materials; Lesson Plans; *Limited English Speaking; Literacy; *Parent Education; *Parenting Skills; *Parent Materials; Program Descriptions; Spanish; Uncommonly Taught Languages
IDENTIFIERS- Family Literacy

This paper reviews seven parent education resources for adults with low English proficiency, focusing on materials that are flexible and adaptable to parent education programs. Each review lists the name and publisher of the resource, date of publication, cost, intended audience, content, goals, format, and reviewer comments. The resources include: (1) "Nurturing Program for Parents and Young Children" (Family Development

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Consortia; Directories; Electronic Mail; Elementary Secondary Education; Instructional Materials; *Montessori Method; National Surveys; Newsletters; Preschool Education; Program Development; *Public Schools; *School Activities; Student Evaluation; Teacher Education
IDENTIFIERS- Montessori Preschools; *Montessori Schools; Project Head Start

These five newsletter issues provide reports from institutions and individuals involved in the Montessori Public School Consortium (MPSC). Each issue contains feature articles, editorials, and field reports on Montessori programs in public schools. Featured topics include: (1) the Montessori Induction Program for new Montessori teachers; (2) Montessori Head Start; (3) the development of the MPSC; (4) Montessori assessment; (5) Montessori 2000, a planning document advocating 18 national Montessori projects; (6) a directory of Montessori public schools; (7) national surveys of Montessori public schools; (8) Montessori adolescent programs; (9) a Montessori Head Start program in Philadelphia, Pennsylvania; (10) Montessori instructional materials; (11) Montessori training and materials procurement; (12) the November 1993 MPSC national conference; (13) approaches to Montessori implementation; (14) the Montessori bulletin board on the America Online computer network; and (15) Montessori programs in public schools in Denver, Colorado, and Cincinnati, Ohio. (MDM)

ED 382 338 PS 023 139

Creaser, Barbara; Dau, Elizabeth
Who's in Charge of Celebrations? A Child Centered Approach.
PUB DATE- Mar 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Childhood Interests; Cultural Differences; *Early Childhood Education; Foreign Countries; *Holidays; Mass Media Effects; *Student Centered Curriculum
IDENTIFIERS- Australia; *Celebrations; *Festivals

This booklet addresses the issue of special occasions and how they are celebrated. It presents three lists of celebrations: those that focus on young children and have meaning for them; those that parents may choose and therefore are likely to acknowledge diversity among families, races, religions, classes and cultures; and those that the early childhood staff suggest which usually mirror religious or commercial events promoted by society. Some accounts of how teachers celebrate the following in their centers are included and provide examples of how Christmas, cultural differences, birthdays, and Fathers' and Mothers' Day are celebrated in several early childhood programs. One teacher describes some of the milestones of childhood which she celebrates: losing a tooth, success with a skill, having grandparents come to stay, the wonder of nature, and the sponsoring of a child. The characteristics of child-centered celebrations are discussed and the question, "Who is in Charge of These Celebrations?" is considered. (BAC)

ED 382 339 PS 023 157

Berglund, Barbro Morsing
The Pre-School Programme for the Six-Year-Olds. Reprints and Miniprints No. 819.

in the prosocial effects of service participation among school-aged youth, this paper discusses the scope of this interest and describes the current state of the research literature. The report then provides a framework for organizing the literature by delineating three concepts associated with service: agency, which refers to findings that associate service with personal directedness and increased self-understanding; social relatedness, which pertains to findings that address the social characteristic of service; and moral-political awareness, which refers to findings that relate service to morality and civic behavior. Taken together, the findings suggest that experiences of service pertain to the process of trying to understand oneself with social-historical reality and helps youth to feel that they can actively "make history," rather than simply "live history," and that service participants come to view themselves as political agents in improving societal conditions. Future directions for developmental research in this area are also discussed. Contains 33 references. (DR)

ED 382 359 PS 023 221

Keeping Students on Track: Comprehensive Health Care and Education for American Teenagers.
SPONS. AGENCY- AT&T Foundation, New York, NY.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; Comprehensive Programs; Disease Incidence; Early Parenthood; Financial Support; *Health Education; *Health Services; High Schools; *High School Students; Mental Health; Prevention; Program Descriptions; *School Activities; Secondary Education
IDENTIFIERS- Chicago Public Schools IL; *Comprehensive School Health Education; Health Care Reform; *School Based Health Clinics; Sexually Transmitted Diseases

This report discusses the role that school health centers can play in providing comprehensive health care and health education services to adolescents and reviews the effectiveness of such health centers in three Chicago high schools. School-based health centers need to stress: (1) high-quality care; (2) parental, school, and community involvement; (3) consistent care from trusted adults; (4) convenience, affordability, confidentiality, and respect; (5) support and education; (6) flexibility and openness; and (7) comprehensiveness. Three such centers were opened by the Ounce of Prevention Fund in three Chicago high schools in economically-depressed areas in the mid-1980s with financial support from state and private organizations. The centers were found to contribute to adolescent health by greatly increasing the number of students who visited school health centers, reducing the number of low birthweight babies born to student mothers, and providing various health maintenance and education services to students. The report argues that school-based centers need adequate financial support to provide high-quality, comprehensive services, and that such support should be mandated in any future health care reform initiatives. (Contains 18 references.) (MDM)

ED 382 360 PS 023 229

Long, Roberta; And Others

NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art History; Change; *Classroom Techniques; Disabilities; *Elementary School Curriculum; Elementary Secondary Education; Interdisciplinary Approach; Leadership; Science Activities; *Secondary School Curriculum; *Teaching Methods; *Thinking Skills; *Units of Study; Writing Skills

This handbook is designed to help teachers teach thinking skills to elementary and secondary school students, and is based on a six-part model of teaching and learning adapted from J. Chaffee's "Thinking Critically" (1990). It highlights the key elements of teaching (to motivate students to think, to integrate the curriculum, and to help students associate in groups) along with the key elements of learning (to activate the process, to demonstrate thinking and learning skills, and to communicate new knowledge to others). The handbook includes seven sample interdisciplinary units that emphasize thinking skills that are appropriate for different grade levels. The units focus on the nature of change, domestic animals, art history, ocean voyages, disabilities, leadership, and writing about science. (Contains 80 references.) (MDM)

ED 382 379 PS 023 268

Andrews, Sharon Vincz; Martin, Donna
Values Education in Elementary School: A Practical Application of Research.
PUB DATE- 21 Apr 95
NOTE- 39p.; Paper presented to the "moral education" SIG at the Annual Meeting of the Association for Educational Research Association (San Francisco, CA, April 21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizenship Education; Classroom Environment; *Decision Making Skills; *Democratic Values; *Elementary School Students; Ethical Instruction; Grade 5; Intermediate Grades; Thinking Skills; Values; Values Clarification; *Values Education; Work Ethic
IDENTIFIERS- Houston Independent School District TX

In order to foster the kind of learning environment that promotes decision-making and thinking skills, educators need to take a values approach to teaching. There are three main approaches to values teaching: (1) the product approach, which concentrates on outcomes as "fixed" values, "core" values, or "moral basics"; (2) the process approach, which uses the classroom as a context for values clarification; and (3) the integrated approach, which draws on each of the above approaches to create a moral community. The integrated approach was used in a project at a Houston, Texas, intermediate school to promote democratic and social values such as informed decision making, freedom with responsibility, justice, and a strong work ethic. Over 60 fifth-grade students were involved in the following activities: (1) classroom routines; (2) dialogue journals; (3) learning teams; (4) literature circles; (5) read alouds; (6) action research projects; and (7) school/community projects. (Figures and an appendix contain excerpts from the students' included mostly close family members, while in middle childhood the networks were significantly larger, primarily because of the addition of extended family members. Adolescents reported significant increases in the amount of support received from friends across the high school and college transition, with friend support exceeding family support at the college level. (Contains 19 references.) (MDM)

ED 382 399 PS 023 308

Cleaver, Joanne
Doing Children's Museums: A Guide to 265 Hands-On Museums. Revised and Expanded.
PUB DATE- 92
NOTE- 235p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childhood Interests; Children; Cognitive Style; Learning Activities; *Manipulative Materials; *Museums
IDENTIFIERS- *Childrens Museums; *Hands On Experience; Hands on Science; Science Museums

Noting the increase in interactive museums and science centers and children's exuberant reaction to hands-on exhibits, this guide provides tips for parents on how to prepare for a museum visit and how to encourage the learning process during the visit. The first part of the guide discusses the shift in museum policy from "hands off" to "please touch," and how this interactive format enhances children's learning processes. The second part of the guide contains museum listings, by state. Each listing includes detailed discussion of what the museum offers; age-appropriate guidelines to exhibits; information on available workshops, infant-toddler play spaces, planetariums; and information on nearby child-appropriate attractions such as zoos, parks, restaurants, and picnic areas. (HTH)

ED 382 400 PS 023 309

Jones, Claudia
More Parents Are Teachers, Too. Encouraging Your 6- to 12-Year-old.
PUB DATE- 90
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; Cognitive Style; Elementary Education; *Experiential Learning; Geography; *Learning Activities; Literature Appreciation; Mathematics Education; Parent Materials; *Parents as Teachers; *Parent Student Relationship; Preadolescents; Problem Solving; Reading Difficulties; Science Activities; Self Concept; Writing Skills

This book emphasizes the importance of parents actively working to ensure that their children receive the best and most effective education, and aims to help parents and children have fun learning together. Chapter 1, "A Healthy Self-Concept," discusses the stages of middle childhood (6-10 years) and

Early Childhood Education; Educational Change; *Educational Environment; Elementary Secondary Education; English (Second Language); Hispanic Americans; Immigrants; *Minority Groups; *Multicultural Education; Racial Relations; Teaching Methods; *Test Bias; *Thinking Skills; Violence

The six issues of selected readings present annotated bibliographies of resources available from CHIME (Clearinghouse for Immigrant Education). CHIME facilitates public access to literature, research, teaching materials, and human resources to promote the effective education of immigrant students. The first five issues in this series pertain to the following aspects of school restructuring: (1) school climate; (2) assessment and placement; (3) developmentally appropriate instruction and curriculum; (4) higher-order skills; and (5) empowering teachers to serve a diverse student population. The final issue addresses diversity in early childhood education. More specific topics within the issues include racial problems, multicultural education, culturally diverse students, the dropout problem, gangs, conflict resolution, test bias, alternative assessment methods, language minority students, grade retention, multiple intelligences, at-risk students, bilingual teachers, minority teachers, teacher recruitment, professional development, teaching strategies, and parent involvement. Entries include journal articles, teaching guides, program descriptions, instructional materials, books, and research reports. Document availability is indicated at the end of each summary; many items are available through CHIME for a nominal fee. Includes CHIME order form and ordering information. (KS)

ED 382 418   RC 020 010

Coburn, Cynthia, Comp.; And Others
Selected Readings from CHIME in Conjunction with the Good Common School Project, 1993.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Agency Cooperation; Annotated Bibliographies; Educational Change; *Educational Equity (Finance); Elementary Secondary Education; Equal Education; Financial Support; *Immigrants; *Integrated Services; Limited English Speaking; *Minority Groups; *Parent Participation; School Based Management; School Counseling; Social Services

The three 1993 issues of selected readings present annotated bibliographies of resources available from CHIME (Clearinghouse for Immigrant Education). CHIME facilitates public access to literature, research, teaching materials, and human resources to promote the effective education of immigrant students. The issues in this series pertain to the following aspects of school restructuring: school finance, comprehensive student support services, and parent participation. More specific topics within the issues include equal educational opportunity, limited-English-proficient (LEP) students, grant programs, school-based management, school counseling, interagency collaboration, coordination of services, school-community partnerships, minority and immigrant families, and LEP parents. Entries include journal articles, evaluations, government reports, conference papers, program descriptions, books, and research reports. Document availability is indicated at the end of each summary; many items are available through CHIME for a they can from others' experiences by talking to family, counselors, and others who have attended college. Starting early and not giving up are important. Taking challenging courses in high school and taking the Scholastic Assessment Test (SAT) and American College Testing (ACT) are important early steps. Family support can be gained by sharing plans and information with them. Teachers and counselors may help with family support. Investigating college programs involves deciding between large and small schools, 2-year and 4-year programs, and commuting and residing on campus, as well as choosing a major. Visiting campuses gives one an idea of what the college experience is like. There are a variety of financial aids: scholarships and grants, work-study programs, and loans. There are also several programs just for migrant farmworker students. Once at college, preparing for and attending classes, seeking help and friends when needed, scheduling time, and visualizing oneself as a graduating student are helpful tips for success. (TD)

ED 382 435 RC 020 117

Ruducha, Jenny
Migrant Child Health: The Role of Social, Cultural, and Economic Factors.
SPONS. AGENCY- Texas State Dept. of Health Resources, Austin.
PUB DATE- 94
NOTE- 76p.; For a related document, see RC 020 118. Photographs may not reproduce adequately. Funding for this publication also provided by the Health Education Training Centers Alliance of Texas.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Child Health; Cultural Influences; *Delivery Systems; Demography; Early Childhood Education; Economic Factors; Haitians; Health Education; Health Insurance; Mexican Americans; *Migrant Children; *Migrant Health Services; Migrant Workers; Seasonal Laborers; Social Influences; Whites; Young Children
IDENTIFIERS- *Access to Health Care; Service Utilization

This report examines differences in measures of health status and health services utilization among 386 migrant children (ages 6 months through 5 years) from 253 households. Data were collected from Delmarva Rural Ministries (a migrant health center than maintains three satellite sites serving a 10-county area in Virginia, Delaware, and Maryland), East Coast Migrant Head Start Centers, state and locally funded school programs, and the Eastern Shore Health Department in Virginia. Data from a national health survey that studied nonmigrant children were used to compare the health status of migrants and nonmigrants in the same ethnic groups. Section II highlights differences between migrants and nonmigrants from different ethnic groups in family composition, family size, income, median education, literacy, and health insurance. Ethnic and racial groups include Mexican Americans, African Americans, Haitians, and Whites. Section III highlights health and health services utilization differences between children of migrant farmworkers and nonmigrants of the same ethnic groups and covers birth weight, perceived health status, disability and bed-disability days, acute conditions, annual contact with a health provider, mean number of health care visits, and mean number of inadequate time intervals for preventive care. Section IV presents migrant child-specific health data based on clinical contributions that all ethnic groups have made in science. This listing, while intended for readers of all cultures and ethnic identities, contains a list of books and other resources of African American scientists, engineers, and inventors. (ZWH)

ED 382 456 SE 055 993

Edwards, Thomas G.
The Use of an Innovative Curriculum: Enabling and Inhibiting Change in Practice.
PUB DATE- 8 Apr 95
NOTE- 50p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (73rd, Boston, MA, April 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Constructivism (Learning); Content Area Reading; Cooperative Learning; *Instructional Innovation; *Mathematics Instruction; *Mathematics Teachers; *Resistance to Change; Secondary Education; *Secondary School Teachers; Student Centered Curriculum; Student Projects

Reports on case studies of three secondary school teachers who were implementing the University of Chicago School Mathematics Project (UCSMP) for the first time. The research examined whether innovative textbooks and curriculum materials can play a role in the process of change in instructional practice. Data from field observations, interviews, written journals, and classroom artifacts were collected over two school years in a large northeastern city. It was found that problems with time management and lack of familiarity with UCSMP materials acted to inhibit change. The materials facilitated changes, however, in other ways, including: (1) increased use of cooperative learning strategies; (2) using student reading as an instructional strategy; (3) more mathematical connections being made; (4) a transition toward negotiation of shared meanings; and (5) changing roles for teachers themselves. The author concludes that the changes in teaching practices fostered by UCSMP materials is consistent with a constructivist approach. (Contains 26 references.) (DPM)

ED 382 457 SE 056 016

Group Development through Environmental and Outdoor Education. A Resource to Supplement the Alberta Education Junior High Environmental and Outdoor Education Course of Studies.
PUB DATE- Sep 93
NOTE- 67p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Environmental Education; Foreign Countries; *Group Activities; Individual Development; Junior High Schools; *Outdoor Education; Program Descriptions; *Program Implementation
IDENTIFIERS- *Alberta; *Group Development

This resource booklet is designed to facilitate the teaching of group development as part of an integrated program of outdoor pursuits, environmental education and personal and group development. Section I provides a history of the Alberta Environmental and Outdoor Education Course of Studies, and the other providers. The exercises make use of common Internet software tools and provide step-by-step instructions. An introduction discusses connecting to the Internet, essential computer skills, conventions, and NOAA data. Nine activities cover: (1) using e-mail; (2) using finger to find earthquake information and conducting real-time conversations with talk; (3) using telnet to find space shuttle information; (4) using ftp to get current weather information; (5) using Archie to locate programs; (6) using Gopher to study the sun and using Veronica to do key-word searches; (7) using GeoVu to assess hazards (involves charting data and analyzing information); (8) using Mosaic to check the winds; and (9) using Lynx to study greenhouse gases. A brief paper describes the Internet, it's history, and it's use. A "help" section is provided for the local coordinator of hardware and software equipment. (LZ)

ED 382 478 SE 056 305

Rillero, Peter; Helgeson, Stanley L.
An Evaluation of the Use of Hands-On Science Homework Assignments by Sixth Grade Students and Their Parents.
PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 20-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 6; *Homework; Intermediate Grades; Middle Schools; *Parent Role; Parent School Relationship; Parent Student Relationship; *Science Activities; Science Education; *Science Process Skills; *Student Attitudes
IDENTIFIERS- *Hands on Science

The middle school years can be important for developing student attitudes about learning, school, and careers. However, it is often difficult to involve parents in working with middle schools to help adolescents form positive attitudes toward school and science. This exploratory study investigates a method of potentially having all of a teacher's middle school students do the same activity with their parents. The non-kit activity consists of a homework sheet with activity procedures that utilize readily available items. The study explores what percentage of parents and students completed the activities, change in the level of participation over time, participant attitudes towards the homework assignments, benefits participants experienced, and whether or not participation in the program helped student science process skills and science attitudes. A quasi-experimental, control-group design using within-teacher random assignment of classes was employed. Study results provide evidence that it is possible to implement a hands-on science, at-home, parental involvement program where the activity materials are not sent home. Parents, in general, thought positively of the program. A majority of students preferred this type of homework over traditional homework. (LZ)

ED 382 479 SE 056 309

Luppino, Tony; Gilbert, Reg
Guide to Pollution Prevention in Your Community.
PUB DATE- Dec 92
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

ED 382 497 SO 024 769

Bjerstedt, Ake
Peace-Related Education in Schools - Then and Now. Fifty Experts Look Back on Their Own School and Evaluate the Present Situation in Their Country. Educational and Psychological Interactions No. 117.
PUB DATE- Apr 94
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict; *Conflict Resolution; Curriculum Development; *Educational Objectives; Elementary Secondary Education; Foreign Countries; *Global Approach; Higher Education; *Peace; *Social Studies; Social Values; Teaching Methods
IDENTIFIERS- *Peace Education

The project group "Preparedness for Peace" at the Malmo School of Education in Sweden studies various prerequisites for peace education in school and various possibilities of carrying out peace-related activities at different school levels. A broad goal is to increase knowledge of possible ways of helping children and young people to deal constructively with the issues of peace and war. As a part of that work, viewpoints are collected via interviews with people who have worked with peace education issues theoretically and practically. In this report, answers related to the "then and now" aspect of peace-related education in schools are dealt with. On the one hand, were there some aspects in the interviewees' old schools that might be considered attempts at peace education? On the other hand, do they believe that schools in their own country, as they know them today, contribute to peace education? Answers to these questions from 50 experts representing 22 countries are documented and discussed. Mapping of ideas and generation of ideas are solicited. Even though such viewpoints are obviously different from fact collecting surveys, the interviewers considered memories and judgments from an expert group to be of some interest per se and thought that such reported impressions could also contribute to understanding of how peace education is conceptualized by these experts. Part 1 of this report presents an attempt to summarize some major aspects of the two themes, while parts 2 and 3 give a more detailed documentation of the interview answers. More information about the 50 experts is available in a separate report. (DK)

ED 382 498 SO 024 784

Jordan, Lois E.
The Principal's Role in Supporting Global Educational Programs: The Principal As the Enabler of Teacher Empowerment Via the Vehicle of the Global Perspective.
PUB DATE- Oct 94
NOTE- 29p.; Contains thin, light print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Change Strategies; Cross Cultural Studies; Educational Change; *Educational Improvement; Educational Innovation; Educational Trends; Elementary Secondary Education; Global Approach; Global Education; Instructional Improvement; *Instructional Leadership;

ED 382 521 SO 025 030

Antidote: Civic Responsibility. Florida Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 19p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Florida; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Florida state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 522 SO 025 031

Antidote: Civic Responsibility. Georgia Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 15p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Georgia; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Georgia state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 546 SO 025 055

Antidote: Civic Responsibility. Pennsylvania Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 15p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Pennsylvania; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Pennsylvania state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students. Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 547 SO 025 056

Antidote: Civic Responsibility. Puerto Rico Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 16p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- Phi Alpha Delta Law Fraternity; *Puerto Rico

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Puerto Rico state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

DESCRIPTORS- *Academic Achievement; Affective Behavior; Elementary Secondary Education; *Instructional Effectiveness; Literature Reviews; *Mastery Learning; Outcomes of Education; Pacing; Performance Factors; Retention (Psychology); Time Factors (Learning)
IDENTIFIERS- Bloom (Benjamin S)

Since the late 1960s when Benjamin Bloom outlined his mastery teaching strategy, mastery learning programs have been implemented, such as Learning for Mastery and the Personalized System of Instruction, and several experiments have been carried out to test whether the mastery learning technique has an effect on student achievement. This paper synthesizes research on mastery learning, examining outcomes in the areas of achievement, retention of learning, student affect, and related variables. A majority of the studies showed that mastery learning has a positive effect on achievement at all levels and for all subjects and results in positive affective outcomes for students and teachers. Several variables affect or are affected by mastery learning: student entry variables, curriculum, type of test, pacing, level of mastery, and time. (Contains 19 references.) (JDD)

ED 382 568 SP 035 875

Duke, Charles R.
Teacher Warranty Programs--Insurance or Assurance.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Beginning Teacher Induction; *Beginning Teachers; College School Cooperation; Educational Quality; Elementary School Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Schools of Education; Secondary School Teachers; Surveys; *Teacher Education Programs; *Teacher Effectiveness; Teaching Skills
IDENTIFIERS- *Teacher Warranty

Teacher warranty programs are one way that teacher preparation programs can provide follow-up support to their graduates and assurance of the quality of their graduates to employers and the general public. A survey of 105 teacher preparation institutions revealed that only 8 have implemented warranty programs, but their experience suggests that this approach can be implemented with minimal expenditures and maximum benefits. Wording of the warranties varied from institution to institution but in general they guaranteed the quality of teacher education graduates and provided individualized programs of assistance to beginning teachers performing unsatisfactorily. Warranties differed in coverage (both undergraduates and graduates or just undergraduates), term of warranty coverage, warranty assistance features, and method of determining the need for assistance. Types of assistance included one-to-one counseling, on-site consultation, advisement on teaching materials, tuition-free coursework, suggested readings, and others. Requests for assistance numbered less than five at seven of the eight programs, and no requests were received by the other program. Guidelines for implementing a warranty program are provided, focusing on who should be involved in program development, faculty acceptance of the ramifications of warranty programs, possible reluctance of subject matter departments to adopt a warranty, and other criteria. (JDD)

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Administration; *Finance Occupations; *Fund Raising; Higher Education; *Institutional Advancement; Interpersonal Relationship; Leadership; Models; Personality Traits; Private Financial Support; *Staff Role
IDENTIFIERS- *Development Officers (College)

Despite growth in the scope and importance of the college or university chief development officer's role, it remains relatively unexamined and the subject of differing perceptions. This report reviews the history and current status of the development function. Major authors on the subject are reviewed and placed into four "schools of thought" concerning the roles of the development officer: (1) "salesman," which emphasizes soliciting gifts; (2) "catalyst," working behind the scenes to support fund-raising activities of presidents and volunteers; (3) "manager," which requires organizing fund-raising programs and staff; and (4) "leader," with a voice in policy decisions beyond fund-raising. A model is presented that includes two "vectors," one describing internal and the other external development functions, with the vectors overlapping. The report then examines personality traits of the successful development officer; development as an art or a science, as innate or learnable; the appropriate motivation for entering a development career; development as a profession; the development officer's relationship to the president; the development officer's relationship to the trustees; the development officer's role in institutional planning; and solicitation of gifts. Conclusions and recommendations are offered concerning institutional differences, the fund-raising team, and the development officer's role in the future. (Contains 67 references.) (JDD)

ED 382 108 HE 028 309

Tosteson, Daniel C., Ed.; And Others
New Pathways to Medical Education: Learning To Learn at Harvard Medical School.
PUB DATE- 94
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Administrative Organization; *Change Strategies; College Administration; *Curriculum Development; Educational Change; Faculty Development; Higher Education; Information Technology; *Medical Education; Medical School Faculty; *Medical Schools; Medical Students; Program Development; Program Evaluation; Skill Development; Student Experience
IDENTIFIERS- *Harvard University Medical School MA

This book details how Harvard Medical School (Massachusetts) overcame prevailing educational inertia and developed a curriculum and educational program consistent with preparing students to practice medicine in the 21st century. The New Pathway in General Medical Education program emphasizes both acquiring current knowledge and developing learning skills that will be used throughout physicians' professional lives. It encourages development of interpersonal skills necessary in effectively interacting with patients. It organizes faculty into units called academic societies to improve the coordination of the entire curriculum and strengthen personal relationships between students and faculty. Papers describing such as flowcharts, checksheets, Pareto charts, cause-and-effect diagrams, graphs, control charts, histograms, scatter diagrams, timelines, force field analysis, affinity diagrams, and process modeling; (8) the 5 5 Quality Initiative, a voluntary team approach to introduce quality principles on a district-wide or school-wide basis; and (9) general conclusions and TQM reference guides. An appendix contains reproducible master forms. (MDM)

ED 382 127 HE 028 328

Mears, Peter; Voehl, Frank
Team Building: A Structured Learning Approach.
PUB DATE- 94
NOTE- 178p.; For the instructor's manual, see HE 028 329.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- College Administration; Cooperative Learning; Group Behavior; Group Dynamics; Group Experience; Group Structure; Higher Education; Role; Role Perception; Self Evaluation (Groups); Self Evaluation (Individuals); *Team Training; Teamwork; Total Quality Management
IDENTIFIERS- Empowerment; Group Attitudes; Group Cohesion; *Group Development; Group Facilitation; Self Empowerment; Synergy; Team Learning Methods

This book is a learner's manual for a course on how to develop empowered teams for higher education management, how to function effectively as a team member, and how to objectively evaluate one's impact on the team. Taking a hands-on approach to learning about quality, the course introduces quality principles, asks students to apply these in a structured environment designed to gradually improve team-building skills, and finally teaches participants to evaluate the interactions of team members so that they can learn how to improve themselves. Chapter titles are: "Teamwork and Synergy"; "Contributors to Continuous Quality Improvement"; "Empowerment"; "Supportive Team Cultures"; "Team-Building Phases"; "Understanding How We Think"; "Member Service Roles"; "Expanded Team Member Roles"; "Expanding Team Skills"; and "Teams, Teams, and More Teams." Most chapters contain two or three exercises for group work and practice of skills presented in the chapter. (JB)

ED 382 128 HE 028 329

Mears, Peter; Voehl, Frank
Team Building: A Structured Learning Approach. Instructor's Manual.
PUB DATE- 94
NOTE- 116p.; For the student's manual, see HE 028 328.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Administration; Higher Education; *Instructional Materials; *Lesson Plans; Teaching Methods; *Team Training; Teamwork; Total Quality Management; Transparencies
IDENTIFIERS- *Continuous Quality Improvement; Empowerment; Group Cohesion; *Group Development; Group Facilitation; Team Learning Methods

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- College Faculty; Evaluation Methods; *Faculty Development; *Faculty Evaluation; Higher Education; *Mentors; *Portfolio Assessment; *Portfolios (Background Materials); Teacher Improvement

This paper seeks to answer three basic questions related to the use of teaching portfolios in faculty evaluation and development: (1) "What is a teaching portfolio?"; (2) "How can the teaching portfolio be used to document and facilitate teaching?"; and (3) "How can teaching portfolios be assessed?" The teaching portfolio is seen as encouraging faculty to reflect upon their teaching, document their teaching, and share the "what," "how," and "why" of their teaching with peers. The use of the teaching portfolio in the mentoring process is detailed with information on objectives of mentoring programs, the use of "shadowing" in mentor preparation, and suggested components of three mentoring sessions. Guidelines for teaching portfolio development are offered and include having items which are products of teaching, materials from oneself, and information from others. Discussion of assessment of teaching portfolios includes a sample portfolio assessment sheet. (Contains 14 references.) (DB)

ED 382 148 HE 028 349

Lussier, Thelma G.

Doctoral Students at the University of Manitoba: Factors Affecting Completion Rates and Time to Degree by Gender and by Field of Study.

PUB DATE- Apr 95

NOTE- 108p.; Master's Thesis, University of Manitoba, Canada.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Advising; *Academic Persistence; Departments; *Doctoral Degrees; Doctoral Programs; Foreign Countries; Higher Education; Intellectual Disciplines; Interpersonal Relationship; *Sex Differences; *Student Attitudes; Student Financial Aid; Universities

IDENTIFIERS- *Time to Degree; *University of Manitoba (Canada)

The completion rate and median time to degree of three doctoral cohorts at the University of Manitoba were analyzed by gender and by field of study and the results were compared to studies elsewhere. To evaluate factors affecting students' progress, a mail questionnaire was sent in the fall of 1993 to all students (N=105) first admitted to the doctoral program in the 1984-85 academic year which included those who had graduated, withdrawn, or who were still enrolled. Completion rates and time to degree were generally more favorable at the University of Manitoba, revealed less disparity between women and men, and displayed different patterns by field of study, compared to those reported at other universities in Canada. Results of the survey suggest that the progress of students is affected by the financial and emotional support they receive, the various components of the advisory relationship, and the departmental "climate." Women experienced almost every aspect of the doctoral program differently, and with different intensity, leading to the conclusion that similar studies must take gender

Wilson, Savan; And Others
State Network Utilization Study: Mississippi Educational Television.
SPONS. AGENCY- Mississippi Authority for Educational Television, Jackson.
PUB DATE- Aug 93
NOTE- 378p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audience Analysis; Distance Education; *Educational Television; Elementary Secondary Education; Program Improvement; Programming (Broadcast); Questionnaires; Staff Development; Strategic Planning; Telephone Surveys; *User Needs (Information); *Use Studies
IDENTIFIERS- *Mississippi

This document is the result of a utilization study of Mississippi Educational Television where 27 target audiences were identified and surveyed. The following information is included: a draft of and updated state network utilization studies; planning and management strategies; a profile of the survey populations; a distance learning survey report; questionnaires and survey information for ITV representatives, teachers, staff development coordinators, curriculum coordinators, post-graduate training, early childhood, and parents; telephone interviews; a focus group report; "teletalk" objectives and questions; and a review of educational resources. As the task 7 report, an executive summary and list of recommendations is provided, including: improving communications; reviewing current programming; re-examining scheduled broadcast times; advertising programming and services; re-examining primary audiences; providing more utilization training for upper elementary and junior high school teachers; developing a social studies program; training Educational Services staff; making a financial commitment to distance learning and alternative delivery systems; committing time, resources, and outreach staff members to develop early childhood programming and training; identifying post-graduate training markets; and exploring a broadcast market for mid-level manager training. (AEF)

ED 382 168 IR 017 101

Kontos, George; And Others
Employing the Power of Technology to Change the Concept of the Classroom.
PUB DATE- 1 Mar 95
NOTE- 6p.; Paper presented at the International Conference on Technology and Education (ICTE) (12th, Orlando, FL, March 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Computer Assisted Instruction; Computer Networks; Computer Uses in Education; *Distance Education; Educational History; *Educational Technology; *Electronic Classrooms; Higher Education; *Online Systems; Teaching Methods; Telecommunications; Teleconferencing
IDENTIFIERS- Nova Southeastern University

Nova Southeastern University (NSU) is constantly striving to expand the concept of the classroom and fulfill the mission of the university, which includes serving the educational needs of

PUB DATE- 95
NOTE- 90p.; Videos of the broadcasts can be ordered from CNN.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides for the daily CNN (Cable News Network) Newsroom broadcasts for the month of May provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guide include: (1) security systems and security at the Olympics, drawing to scale, civil war in Algeria, Sri Lankan tea and tea tasting, heart disease/heart health, kinds of news stories, and create-a-headline (May 1-5); (2) blue screen technology and virtual reality, 50th anniversary of V-E Day, Nazi Germany, Clinton/Yeltsin meeting, African-American summit, a "Marshall Plan" for Africa's economic recovery, trapping termites, parenthood, and perspectives on V-E Day (May 8-12); (3) experimental/future transportation, human diseases, new Zulu wars, first year of the Mandela administration, pet ownership, new pet products and services, ebola strategy, tracking viruses, and media literacy: the five w's of journalism (May 15-19); (4) the future of airplane safety, barricades on the street in front of the White House, Iraq--the nation that oil built, OPEC nations fact sheet, investment potential, parks and green spaces, genetic engineering, images and media literacy, and worldwide news coverage (May 22-26); and (5) Palestinian rap music, social issues, causes and effects, making movies, and the Bosnian crisis (May 30-31). (MAS)

ED 382 186 IR 017 127

Pugh, Richard C.; Siantz, James E.
Factors Associated with Student Satisfaction in Distance Education Using Slow Scan Television.
PUB DATE- Apr 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; Business; *Case Studies; *Course Evaluation; *Distance Education; Educational Technology; Graduate Study; Higher Education; Instructional Effectiveness; *Interactive Television; *Student Attitudes; Student Evaluation of Teacher Performance; *Student Surveys; Tables (Data); Universities

Student satisfaction with distance education instruction was assessed in the context of slow scan interactive television between two university campuses and between a university campus and a business location. The three studies focused on graduate level courses. The research questions addressed were: (1) Is the level of student satisfaction with the distance education course consistent throughout the semester? and (2) Are there differences in the level of student satisfaction between students in a "live" instructional setting and students at a

D.C.
PUB DATE- 95
NOTE- 324p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classification; *Costs; *Evaluation Methods; Information Services; Library Research; *Library Services; *Measurement Techniques; Research Libraries; User Needs (Information); *Users (Information); User Satisfaction (Information)

This is the final technical report (in three parts) of a 15-month long project to study the costs and value of library functions at five major research libraries. Twenty-one services or service aspects were studied, and numerous measures of the importance or benefit of the service to the users were made. These measures were studied together to lay a foundation for the development of an economically valid scale for assessing the impact of library services. More than 500 interviews were transcribed, and an empirical taxonomy was developed for classifying the contexts and the value to users of library services. Finally, the principles of data envelopment analysis have been adapted to this situation and illustrated using representative measures of library impact. This study has established not only the characteristics of the numerous services studied, but also the fact that a single uniform instrument can be applied to study many diverse services at many libraries. Instruments and a manual for their use in replicating these studies were also developed. The long-term goal of this study is the development of a general taxonomy and metrology for library benefits, toward which substantial progress has been made, yet more remains to be done. Specific conceptual problems were identified that arise when the goal is to extract economically useful information from interview data, and points the way to further methods that will resolve these problems. Overall, it was discovered that users of library services: (1) value these services very highly; (2) have very little experience purchasing information services; (3) value the library more highly than other university-supplied services; (4) do not assign dollar estimates to the value of services which are commensurate with the cost of the services; and (5) can articulate, with proper questioning, the context and purposes which bring them to use library services. Part 1 "Models, Methods, Results," summarizes the project's findings. Part 2, "Detailed History of Project Management and Processes," provides a detailed history of project management and processes, including preliminary studies, selection of interviewers and research instruments, and delayed impact assessment. Part 3 is "A Manual for Replication of These Studies." A fourth part, appendices A-H, include: instruments and SPSS codes; open ended coding; open ended coding results tables; cost data collection forms; interviewer training manual; miscellaneous forms; focus group moderator guide; and questionnaire instructions. (MAS)

ED 382 207 IR 055 488

McDonald, Joseph A.; Micikas, Lynda Basney
Academic Libraries: The Dimensions of Their Effectiveness. New Directions in Information Management, Number 32.
PUB DATE- 94
NOTE- 188p.
LANGUAGE- English

include: "Case Studies"; "Working With Vendors: Issues to Consider"; "Electronic Formats"; "Electronic Format Comparisons"; and "Electronic Access to America's Diversity: A Resource List," which covers the following diversity groups and subjects: African-Americans; Asian-Americans; bilingualism; gays/lesbians/bisexuals; Hispanics; minorities in general; Native Americans; and women's studies. (MAS)

ED 382 225 IR 055 520

Rosenfeld, Louis; And Others
The Internet Compendium: Subject Guides to Humanities Resources.
PUB DATE- 95
NOTE- 368p.; For related guide on health and science, see IR 055 521. For related guide on social sciences, business, and law, see ED 380 143.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Networks; *Humanities; Indexes; Information Networks; Online Searching; *Resource Materials; Telecommunications
IDENTIFIERS- *Internet

This guide describes and evaluates the Internet's humanities resources by subject. It offers information on a multitude of listservs; Usenet newsgroups; forums; electronic journals; topical mailing lists; text archives; Freenets; bulletin boards; FAQs; newsletters; real-time chats; databases; and library catalogs. Internet users can draw upon these resources to find up-to-the-minute information about literature and the arts, religion, philosophy, library science, and education. The book enables readers to explore thousands of finding guides in subject areas such as: book discussions and reviews; film and video resources; popular music; theater and performance studies; architecture and building/construction; environmental conservation; Christian, Buddhist, Tibetan, and other religious studies resources; the occult and mysticism; and journalism. It also contains numerous library and information science job listings, arranged by both region and profession. The volume is divided into easy-to-use, fully indexed subject guides that allow access to exact topics and provides a critical analysis of the content. Information is provided on everything the novice Internet user needs to know to get started: navigating traditionally with Telnet; FTP (File Transfer Protocol); ways of efficiently searching with Gopher, World Wide Web; and looking for information with Archie, Veronica, Jumpstation, and WAIS (Wide Area Information Servers). (Author/MAS)

ED 382 226 IR 055 521

Rosenfeld, Louis; And Others
The Internet Compendium: Subject Guides to Health and Science Resources.
PUB DATE- 95
NOTE- 529p.; For related guide on humanities, see IR 055 520. For related guide on social sciences, business, and law, see ED 380 143.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

PUB DATE- Dec 94
NOTE- 38p.; For related report, see JC 950 224.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Enrollment; Enrollment Rate; *Enrollment Trends; Full Time Students; Institutional Characteristics; Part Time Students; *School Demography; *Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Johnson County Community College KS

This report from Johnson County Community College (JCCC) contains detailed fall enrollment data as of the 20th day of the fall semester. The data are considered a benchmark for reporting demographic information about students and assessing the number of students enrolled at JCCC and the percentage attending full-time. The report provides tables, graphs, and narrative summaries focusing on student characteristics in fall 1990 compared to fall 1994; historical enrollment trends; enrollment characteristics by age; and enrollment characteristics by entry status and enrollment status. Selected findings include the following: (1) headcount enrollment at JCCC for fall 1994 was 15,035, an increase of over 9% from fall 1990; (2) while the majority of students attended JCCC part-time (69%), full-time students accounted for over half of all credit hours (54%); (3) freshmen accounted for 54% of total enrollment in fall 1994, down from 56% in fall 1990; (4) while the number of minority students attending JCCC remained small in absolute terms, enrollments of several ethnic groups saw marked increases between 1990 and 1994; (5) courses in math, English, and biology accounted for one-third of total student credit hours in fall 1994; (6) between 1987 and 1993, full-time headcount grew at a faster rate than part-time headcount; (7) female students first outnumbered male students in fall 1976, and continued to outnumber them since that time; (8) traditional aged students (age 18-23) accounted for nearly 55% of total student credit hours, but less than half (42%) of total headcount; (9) nearly 38% of new students were first-time college students; and (10) nearly 64% of degree/certificate-seeking students, and more than half of the transfer-oriented students were attending part-time. (KP)

ED 382 244 JC 950 224

Johnson County Community College Academic Year Enrollment Report, 1994-95.
PUB DATE- Apr 95
NOTE- 17p.; For related report, see JC 950 223.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Numerical/Quantitative Data (110)
DESCRIPTORS- College Credits; Community Colleges; *Enrollment; *Enrollment Trends; Institutional Characteristics; Longitudinal Studies; School Demography; *Student Characteristics; Student Educational Objectives; Tables (Data); Trend Analysis; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Johnson County Community College KS

This academic year enrollment report from Johnson County Community College contains summary data for the three semesters comprising the 1994-95 academic year: summer, fall, and spring. The report is used to answer questions concerning credit hours generated during an academic year and to provide data about associate's degrees, the difference is $238 or 77% more, resulting in a 304% long-term return on the state's original investment. There is also the potential return on investment via sales and sales tax revenues. If the holder of an associate's degree has $6,050 more discretionary income than a person without a degree, that would earn the state another $302.50 per year, which over the course of 40 years could bring the state an additional $12,100. Community colleges serve as a significant gateway for those who wish to pursue bachelor's degrees, and are the central way that the state can improve the standard of living of Arizona residents. (KP)

ED 382 262 JC 950 245

Williamson, Laurel V.; Mulholland, Kevin
Adjuncts Disjunct? Your Institution's Defunct.
PUB DATE- 24 May 93
NOTE- 67p.; Paper and materials presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (15th, Austin, TX, May 23-29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjunct Faculty; Administrative Policy; Community Colleges; *Faculty Development; Faculty Evaluation; *Faculty Handbooks; *Part Time Faculty; *School Policy; *Staff Orientation; Two Year Colleges
IDENTIFIERS- *Valencia Community College Osceola Campus FL

At Valencia Community College's Osceola Campus, adjunct instructors make up over 75% of the teaching force. Adjunct faculty are given several challenges: to contribute to every aspect of campus life; to affect major instructional instruction; and to be aware of the constraints created by college policy and a regard for instructional excellence. Using a construct referred to as the "academic voice," the Osceola Campus seeks to combine empowerment with a directive instructional environment. Adjuncts are empowered through their participation in departmental affairs and the faculty association, under a system of management that is responsive to their concerns. The most formal instruments used to shape instruction are the "Faculty Handbook" and a handout on syllabus preparation. The "Faculty Handbook" is a clear and friendly guide to what is expected of adjunct faculty, including explanations of important policies, a handy list of "do's and don'ts," and a model syllabus. Rather than resenting the constraints imposed by the directive handbook, adjuncts are pleased to find a concise guide through important policies and procedures. The "Faculty Handbook" has reduced both trivial and serious breaches of college procedure. Documents such as a list of in-class substitute assignments, skills-based discipline handouts, and materials used to support writing offer invaluable assistance. Finally, adjuncts go through a rigorous evaluation procedure that offers praise, direction, and blame. This document includes a case study of the use of the "academic voice" to shape instruction in the humanities, and sample pages from the handbook, syllabus guide, and other materials for adjuncts. (KP)

ED 382 280   JC 950 265

Head, Ronald B.
Occupational/Technical Programs at Piedmont Virginia Community College, Research Report Number 3-95.
PUB DATE- May 95
NOTE- 30p.; For the March 1994 report, see ED 368 442.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Education; *College Outcomes Assessment; Community Colleges; Computer Science Education; Employment Opportunities; *Enrollment Rate; *Enrollment Trends; Nursing Education; Police Education; *Program Effectiveness; Program Validation; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- Piedmont Virginia Community College

To supplement the academic review process and provide information on trends in occupational/technical (OT) programs, Piedmont Virginia Community College (PVCC) examined student enrollment and completion data and determined occupational opportunities for graduates of the college's OT programs. Student enrollment and graduation data for fall 1992 through fall 1994 were collected from Virginia Community College System publications on enrollment and awards conferred. In addition, current occupational data were collected from the 10th edition of "Guide to Occupations in Virginia." Study findings included the following: (1) for the 3 years under study, slightly more than one-third of all curricular students at PVCC were enrolled in OT programs; (2) and average of 27.8% of these students were classified as Business and Management majors, 20.4% as Nursing, and 16.4% as Computer Systems; (3) 50.7% of all PVCC graduates for the period were OT students; (4) PVCC's Business and Management, Computer Information Systems, and Nursing programs all met state productivity standards for all 3 years in terms of enrollment and graduation of students; (5) the most productive associate of science program was Nursing, producing an average of 45 graduates per year; and (6) projected occupational growth in Virginia from 1988 through 2000 ranged from -2% for bookkeepers to 65% for medical assistants. As in past years, a monitoring system for classifying programs was recommended to ensure more accurate student classification in future. (KP)

ED 382 281   JC 950 267

Kangas, Jon
ENLACE Success Rates Compared to Success Rates of Other Chicano/Latino Students in the Same Courses, Fall 1993. Research Report #766.
PUB DATE- Nov 94
NOTE- 11p.; For the spring 1994 report, see JC 950 269.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Community Colleges; Counseling Services; *Developmental Studies Programs; *Hispanic Americans; Mentors; *Remedial Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- Chicanos; *Enlace Project CA; Evergreen Valley College CA; *Hispanic American Students; Latinos; San Jose City College CA

The mission of the ENLACE Program at Evergreen Valley College and San Jose City College is to increase the educational success, indexes, by country reference codes; organization acronyms; types of actions; focus of programs; and services. Appendices include a directory of UNESCO National Commissions in Sub-Saharan Africa; United Nations Information Centers in Sub-Saharan Africa; organizations and agencies involved in childhood actions in Sub-Saharan Africa; and a list of approximately 257 selected publications and databases on childhood, family, and community issues. (SM)

ED 382 299 PS 022 612

Hearing on H.R. 6, Elementary and Secondary Education Act Reauthorization. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (Vancouver, Washington, September 18, 1993).
PUB DATE- 94
NOTE- 107p.; Serial No. 103-44. Document contains small type.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Cooperative Programs; Elementary Secondary Education; Employment Qualifications; Hearings; *Partnerships in Education; School Business Relationship; *School Community Relationship
IDENTIFIERS- Congress 103rd; Elementary Secondary Education Act; Reauthorization Legislation; Washington

These hearings transcripts record testimony given in Vancouver, Washington, on reauthorization of the Elementary and Secondary Education Act. Ideas were solicited on ways the federal government could support local partnerships between the business and education communities. Prepared statements and transcripts of testimony are presented for the following individuals and organizations: (1) Randy Dorn, State Representative and Chair of the Washington State House Education Committee; (2) the director of Workforce Education and Agency Relations for the Office of the Superintendent of Public Instruction, Olympia, Washington; (3) the director of the Hough Foundation; (4) the chair of Hewlett-Packard's K-12 Steering Committee; (5) the vice-president and editor of "The Columbian"; (6) the Vancouver School District Superintendent of Schools; (7) the manager of Vocational, Technical, and Career Education in the Evergreen School District, Vancouver; (8) a Vancouver mathematics teacher; (9) the president of the Battle Ground School Board; (10) the state executive director of the Citizen's Alliance of Washington; and (11) the resource coordinator for Vocational Education, Vancouver School District. The report concludes with a summary statement describing six competencies employers want future employees to demonstrate: work ethic, character history, people to people skills, thinking skills, communication skills, and mathematical skills. (SM)

ED 382 300 PS 022 746

Grasso, Anthony J., Ed.; Epstein, Irwin, Ed.
Information Systems in Child, Youth, and Family Agencies: Planning, Implementation, and Service Enhancement.
PUB DATE- 93
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Resources), a remedial parenting skills program; (2) "Small Wonder" (American Guidance Service), which uses activity cards to explain child development; (3) "Child Care Picture Books" (Minnesota Early Learning Design), a series of six parenting skills picture books available in English and Spanish; (4) "Preparing for School in America" (St. Paul Public Schools, Minnesota, a series of lesson plans for use by teachers with Hmong families; (5) "Learning Together...for Hmong and Hispanic Families" (United Way of St. Paul, Minnesota), a series of resources and activities for parent education programs; (6) "Basic Parenting" (Family Information Services), a workshop-by-mail program for educators and parents; and (7) "Motheread/Fatheread/Baby Ready/Baby Steps" (Motheread), a family literacy program. (MDM)

ED 382 318 PS 023 041

Anderson, Brenda
The Effect of Preschool Education on Academic Achievement of At Risk Children.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Early Childhood Education; Elementary School Students; *High Risk Students; Kindergarten; *Kindergarten Children; Minority Group Children; Preschool Children; *Preschool Education; *School Readiness; Time Perspective
IDENTIFIERS- *Preschool Effects

This paper reviews the literature on the effects of preschool attendance on academic success in elementary school and reports on a study designed to investigate the effect of preschool education on the academic achievement of at-risk, minority-group kindergarten children. The Test of Basic Experiences (TOBE) was administered at the beginning of the school year to 30 kindergartners who had attended preschool and a control group of 30 who had not. A comparison of the test results found a statistically significant difference between the achievement of the children who had attended preschool and the children who had not. (Contains 10 references.) (MDM)

ED 382 319 PS 023 048

Elkind, David
Ties That Stress: The New Family Imbalance.
PUB DATE- 94
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Childhood Needs; Children; *Family (Sociological Unit); *Family Life; Family Problems; Nuclear Family; Parenting Skills; Parents; *Social Change; Social Support Groups; Socioeconomic Influences; *Stress Variables
IDENTIFIERS- *Family Ecology; Family Needs; Family Strengths; Family Values; Hurried Childhood; *Sociology of the Family

The modern nuclear family, often idyllically portrayed as a refuge and a retreat from a demanding world, is fast disappearing. In its stead is a new structure, the postmodern permeable family, that mirrors the openness, complexity, and diversity of contemporary lifestyles. This book examines the

PUB DATE- Oct 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; *Classroom Environment; Curriculum Development; Developmental Psychology; *Educational Principles; Foreign Countries; Preschool Children; Preschool Curriculum; *Preschool Education; Teacher Attitudes
IDENTIFIERS- Froebel (Friedrich); *Program Characteristics; Sweden

This qualitative study examined preschool programs for 6-year-olds in Sweden and the principles underlying children's activities. Ten preschool groups including preschool teachers, student teachers, and children were interviewed about their conceptions of content and methods of working in preschool. The results showed that the program is founded on factors and principles general to preschools, but also on principles that are specific to 6-year-olds. The activities in the 10 preschools were organized in different ways with regard to the facilities and time allocated to the groups. The teachers believed that the 6-year-olds were more capable of abstract thinking, perseverance, deduction, and curiosity than younger preschool children, and that they required a more challenging environment than younger children. The content and methods for working with the 6-year-olds were based mainly on ideas from Froebel's developmental, psychological, and social pedagogy, but were also influenced by the school tradition. The mission statements of the schools were of secondary importance in the choice of content, but are probably more important with regard to the methods of working. Greater emphasis is placed on children's social development in Swedish preschool programs than on intellectual development. (Author/AP)

ED 382 340 PS 023 158

Ursberg, Maria
Educational Processes in Leisure Centres. Reprints and Miniprints No. 820.
PUB DATE- Nov 94
NOTE- 18p.; Presented at the European Conference on the Quality of Early Childhood Education (3rd, Kriopigi, Greece, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- After School Centers; *After School Programs; Elementary School Students; Foreign Countries; Individual Differences; *Leisure Time; School Age Day Care; *Teacher Attitudes; *Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- *Leisure Activities; *Playcenters; Sweden

Drawing from a doctoral research project in progress, this report examined variations and similarities of five Swedish leisure centers for school-age child care and examined teachers' attitudes and behaviors toward the children categorized by the different leisure centers. Teacher-child interaction was observed and videotaped; and these data were augmented by interviews. The teachers also kept diary-notes of their daily activities and reflections, which served to connect the teachers' thoughts and conceptions with what in fact they were doing. The results indicated that there are large variations between the leisure centers, suggesting that systems of interaction are very different as a whole, as are the individual teachers' attitudes and behavior. To complete the thesis project, these differences will be formulated in categories such as group-control, style of leadership

Indices of Literacy in Preschool Children.
PUB DATE- Nov 82
NOTE- 55p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1982).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Books; *Childhood Attitudes; Letters (Alphabet); *Literacy; *Preschool Children; Preschool Education; Reading; Reading Writing Relationship; Writing (Composition)
IDENTIFIERS- *Print Awareness

This study was designed to explore how 3-year-olds responded to questions about print, reading, writing, and book knowledge. Nine urban black and eight rural white preschoolers were interviewed and questioned about various literacy concepts. They also completed seven print awareness, reading, writing, and book knowledge tasks. The study found that all of the 3-year-olds were able to identify products and labels from their environment, while nearly 75 percent of the responses identified print as the source of the message. All of the children reported being read to and liking it, although most could not answer why people read. Over half of the children wrote letters or symbol-like forms, and the same number were able to differentiate writing from drawing and recognize their own name. Although the children were able to identify a book and were aware that books are read and have pictures and pages, no child said anything about print, words, or letters in relation to books. Most of the children still identified pictures as the source of stories in books. An appendix provides copies of the seven tasks. (Contains 17 references.) (MDM)

ED 382 361 PS 023 230

Lawler-Prince, Dianne; And Others
Parent Responses to Public School Programs for Three- and Four-Year-Old Children.
PUB DATE- 10 Nov 94
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 10, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Parent Attitudes; *Parent Participation; *Parent School Relationship; *Preschool Education; Public Schools; Teacher Attitudes
IDENTIFIERS- *Arkansas; *Parent Surveys

This study assesses parental satisfaction, parent knowledge, and parent involvement with the Arkansas Better Chance (ABC) Programs, public school programs for 3- and 4-year-old children. The sample consisted of parents of children enrolled in four ABC programs. Parent surveys were conducted and responses were obtained from 144 parents. Parent responses indicated positive attitudes concerning the care and education which children receive in the programs. Specifically, parents responded that: (1) they were welcomed as visitors in the programs (99%); (2) there were multiple opportunities for them to participate in the programs (98%); (3) they were informed of the day-to-day activities in which their children were involved (98%); and (4) teachers have good attitudes toward them and journal entries and examples of student work during the various activities.) (SW)

ED 382 380 PS 023 269

Compensation Guidelines for Early Childhood Professionals. A Position Statement.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Caregivers; *Compensation (Remuneration); *Early Childhood Education; Preschool Teachers; *Professional Recognition; Teacher Qualifications; *Teachers; Teacher Salaries; Teacher Welfare; Young Children
IDENTIFIERS- National Association Educ of Young Children

Although early childhood services are in high demand, there is a persistent undervaluing of the work of professionals in this field. This undervaluing results in inadequate compensation, high staff turnover, and the impairment of services. In response to these problems, the National Association for the Education of Young Children recommends the following guidelines for compensation: (1) early childhood education professionals with comparable qualifications, experience, and job responsibilities should receive comparable compensation regardless of the setting of their job; (2) compensation should be equivalent to that of other professionals with comparable preparation requirements, experience, and job responsibilities; (3) compensation should not be differentiated on the basis of the ages of children served; (4) professionals should be encouraged to seek additional preparation and should be awarded accordingly; (5) an adequate benefits package should be provided; and (6) career ladders should be established, providing additional increments in salary based on performance and participation in professional development opportunities. (SW)

ED 382 381 PS 023 272

Grangaard, Ellen Mannel
Color and Light Effects on Learning.
PUB DATE- Apr 95
NOTE- 10p.; Paper presented at the Association for Childhood Education International Study Conference and Exhibition (Washington, DC, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Design; *Classroom Environment; *Color; Elementary Education; *Elementary School Students; *Lighting; *Time on Task
IDENTIFIERS- *Blood Pressure

This study examined the effects of color and light on the learning of eleven 6-year-old elementary school students. The students were videotaped to identify off-task behaviors and had their blood pressure measured while in a standard classroom with white walls and cool-white fluorescent lights, as well as in a classroom with light blue walls and full-spectrum Duro-test Vita-lite lights. The study found that the students accumulated a total of 390 off-task behaviors in the standard classroom compared to 310 in the modified classroom, a decrease preadolescence (11-13 years) and issues of decision making, aggression, and creativity. Chapter 2 examines the interaction among parent, child, and school in terms of school readiness, learning styles, learning problems, and homework. Chapter 3 discusses the joy of reading and related issues. Chapter 4 deals with language and learning to communicate, focusing on writing skills, while Chapter 5, "Math Can Be Fun!" describes math concepts, processes, and strategies. Chapter 6, "Creative Problem-Solving," suggests activities that require the use of both math and reasoning skills and flexibility in thinking. Chapter 7, "Fun with Science," suggests how to improve science learning in school and encourage it at home. Activities related to astronomy, the human body, and the environment are described. The final chapter, "Geography," describes creative geography and activities to make the subject interesting. Each chapter includes activities and games that incorporate learning and skill-building into home life. Contains 87 references. (BAC)

ED 382 401 PS 023 310

Jones, Claudia
Parents Are Teachers, Too: Enriching Your Child's First Six Years.
PUB DATE- 88
NOTE- 195p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Rearing; *Children; Creativity; Curiosity; Early Childhood Education; Kindergarten; Language Acquisition; Mathematics Education; Music; Parenting Skills; *Parent Participation; Parents as Teachers; Reading Readiness; Self Esteem; Sportsmanship; Television Viewing; Writing Readiness
IDENTIFIERS- Informal Learning; Summer

Based on a weekly newspaper column intended to encourage parents to become involved in their children's education, this book provides encouragement and specific suggestions, in 16 chapters, for parents who want to help their children learn from everyday experiences. The chapters are: (1) "Who, Me? A Teacher?" (2) "Your Child's Self Esteem"; (3) "Developing Skills for Learning"; (4) "Developing a Love of Reading"; (5) "Learning To Read"; (6) "Beginning To Print"; (7) "Language: Having Fun with Words"; (8) "Math: So Much More than Counting!" (9) "Developing Muscles, Coordination, and 'Good Sports'"; (10) "Creative Thinking"; (11) "Encouraging Your Child's Curiosity"; (12) "Nurturing Artistic Expression"; (13) "Singers, Dancers, and Music Makers"; (14) What about Television?" (15) "Summer: Dealing with 'Mom, What Can I Do?'" and (16) "Entering Kindergarten." An annotated list of parenting resources is included. Contains 53 references. (DR)

ED 382 402 PS 023 311

Hsu, Yuehkuei
An Integrated Curriculum for Kindergarten/First Grade Children Utilizing Project Approach.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

nominal fee. Includes CHIME order form and ordering information. (KS)

ED 382 419 RC 020 011

Coburn, Cynthia, Comp.; And Others
Selected Readings from CHIME in Conjunction with the Good Common School Project, 1991-92.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Family School Relationship; *Haitians; Immigrants; Limited English Speaking; Mental Health; Minority Groups; *Multicultural Education; *Parent Participation; *Racial Bias; Racial Relations; *Refugees; School Counseling; Social Services; *Violence

These five issues of selected readings for 1991-92 present annotated bibliographies of resources available from CHIME (Clearinghouse for Immigrant Education). CHIME facilitates public access to literature, research, teaching materials, and human resources to promote the effective education of immigrant students. The title topics of the issues are: (1) immigrant parent participation in schools; (2) Haitian students in U.S. public schools; (3) multicultural education; (4) addressing racism and violence in schools; and (5) effective support services for immigrant students. More specific topics within the issues include language minority parents, Southeast Asian refugee parents, limited-English-proficient students, home-school partnerships, Korean American students, Haitian culture, racial and ethnic diversity, racial conflict, school violence, gangs, conflict resolution, posttraumatic stress disorder, mental health needs of refugee children, and school counseling. Entries include journal articles, bilingual parent guides, program descriptions, teaching guides, conference papers, instructional materials, bibliographies, and research reports. Document availability is indicated at the end of each summary; many items are available through CHIME for a nominal fee. Includes CHIME order form and ordering information. (KS)

ED 382 420 RC 020 062

Cornelius, Carol
The Six Nations Series: Grades 7-11, Teacher Guide and Student's Guide.
PUB DATE- 90
NOTE- 98p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indian Education; *American Indian History; American Indian Reservations; Canada Natives; Curriculum Guides; *Federal Indian Relationship; *Iroquois (Tribe); Learning Activities; *North American History; Secondary Education; *Secondary School Curriculum; Social Studies; Treaties; Tribal Sovereignty; Units of Study
IDENTIFIERS- *New York

This document consists of teacher and student guides that provide diagnoses from encounters in migrant clinics and migrant camps. A description of the measurement of health conditions is followed by a presentation of ethnic differences in health outcomes and the effect of social factors on their distribution. Final sections discuss factors affecting access to health care and service utilization, and highlight findings relevant to clinical practice, health education, and public policy. Contains 63 references, 18 figures, and 3 data tables. (LP)

ED 382 436 RC 020 118

Ruducha, Jenny
Migrant Child Health: A Curriculum on the Role of Social, Cultural, and Economic Factors.
SPONS. AGENCY- Texas State Dept. of Health Resources, Austin.
PUB DATE- 94
NOTE- 15p.; For a related document, see RC 020 117. Funding for this publication also provided by the Health Education Training Centers Alliance of Texas.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Child Health; Cultural Influences; Delivery Systems; Demography; Economic Factors; Health Programs; *Migrant Children; *Migrant Health Services; Migrant Programs; *Migrant Workers; Occupational Safety and Health; Postsecondary Education; Reference Materials; Social Influences; Staff Development
IDENTIFIERS- *Access to Health Care; Service Utilization

This guide was developed for health care providers, policy makers, and advocates to foster awareness of circumstances that affect migrant health. Specifically, the social, demographic, and health-related environments of migrant farmworkers and their families are outlined as a basis for designing health care services and interventions that are culturally based and sensitive to overcoming health care barriers. Topics include: (1) a brief historical look at migrant labor in the United States, including changing employment trends, ethnic and racial composition of migrant farmworkers and their families, and descriptions of the three main migratory streams; (2) a presentation of migrant health status indicators as compared with other subgroups of the population, including social and cultural interactions in disease production, prevention, and treatment; (3) information on the health profile of migrant children, highlighting their unique health problems and social, demographic, and environmental risk factors; (4) the exposure of migrant farmworkers and their families to toxic chemicals and the resulting impact on occupational health policies; (5) an overview of health utilization patterns of migrant farmworkers and their families and cultural factors that affect access to health care; and (6) strategies for improving migrant health and health care services. Each topic area includes a list of references and suggested discussion questions. (LP)

ED 382 437 RC 020 119

Howley, Craig B.; Howley, Aimee
The Power of Babble: Technology and Rural Education.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English

course philosophy. Resources are provided for planning and organizing implementation of the program in schools. Topics discussed include tailoring the program; program scope, sequence, quality, and balance; approaches to teaching; and management details. Section II outlines group development goals, and provides environmental activities for group development in an outdoor educational setting. These activities concentrate on building group skills (including sharing, trust, and cooperation) through the use of simulations, recreation, group special events, and fine arts (focusing on music, art, and drama). (LZ)

ED 382 458   SE 056 030

Romberg, Thomas A.; And Others
Mandated School Mathematics Testing in the United States: A Survey of State Mathematics Supervisors.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Wisconsin Center for Education Research, Madison.
PUB DATE- Sep 89
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Testing; Elementary Secondary Education; Mathematics Education; *Mathematics Tests; *Measurement Objectives; *State Norms; Student Evaluation; Test Selection; *Test Use
IDENTIFIERS- *State Competency Tests; *State Mathematics Assessments

This report contains information gathered in the second of a series from the National Center for Research in Mathematical Sciences Education regarding effects of mandated testing. The purpose of the study was to determine for each state: (1) whether mathematics testing was mandated at the state level; (2) the processes of test selection or development, administration, and reporting of results; (3) the role of teachers, state mathematics consultants, and state mathematics teacher organizations in the above processes; (4) names and characteristics of the tests used; (5) how test results are used by the states; and (6) how test results are reported to teachers. The main body of the document comprises page-long summaries of questionnaire responses for each state, including a table of test name by grade level. The prototypical testing model: (1) employed one test for all students at each of three or four grade levels; (2) used a multiple-choice format; (3) was developed by or in conjunction with a commercial publisher; (4) was a test of basic skills; (5) was used to inform the public and the legislature and compare students with national norms; and (6) provided teachers with information on individual students and on the school, district, or state on the objectives tested. There has been a general increase in state mandated testing (from 1984 to 1989) and state-mandated (versus district-mandated) testing has an influence on teachers. (RC)

ED 382 459   SE 056 129

Anderman, Eric M.; And Others
Learning To Value Mathematics: Individual Differences and Classroom Effects.
PUB DATE- Mar 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Societ
for Research in Child Development (Indianapolis, IN, March

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activism; *Community Education; Community Involvement; Environmental Standards; Federal Regulation; *Hazardous Materials; Pesticides; Planning; *Poisons; *Pollution; *Prevention; Public Policy; State Regulation; Wastes
IDENTIFIERS- Environmental Education Programs; *Great Lakes; Health Hazards; Zero Discharge

The purpose of this guide is to help citizen advocates create and improve the environmental practices of industry and government in the Great Lakes Basin. The practices advocated focus on pollution prevention instead of relying solely on pollution control. An introduction examines the larger issues of pollution prevention and zero discharge as the context in which local environmental advocacy operates. Succeeding chapters explain how to obtain information; how to educate a community and build strong citizen campaigns for pollution prevention; and how to carry out a number of possible pollution prevention activities, with examples and success stories. The focal activity is the creation of a comprehensive pollution prevention planning process that can be used in both the public and private sectors. The appendixes contain: (1) U.S. Environmental Protection Agency's "Title III List of Lists"; (2) sample Material Safety Data Sheets, Tier I, and Tier II Forms; (3) industries covered by Toxics Release Inventory (TRI) Right-to-Know reporting requirements; (4) sample Form-Rs; (5) state TRI information contacts; (6) sample Freedom of Information Request; (7) unit conversions; (8) INFORM Facility Toxic Waste and Pollution Prevention Assessment worksheets; (9) sources of information in Canada; (10) known health effects of TRI chemicals; (11) sample toxics assessment table; (12) information on holding a meeting; (13) organizations that can provide lobbying guidance and train organizers; (14) information on using the media to get a message out; (15) information on doorknocking; (16) Priority 1 and 2 toxic pollutants of concern and their sources; (17) information on hazardous substance policies in Erie County, New York; and (18) information on comprehensive pesticide pollution prevention in Thurston County, Washington. Contains 71 references. (LZ)

ED 382 480 SE 056 314

Citizens' Guide to Biomonitoring in the Great Lakes and St. Lawrence River.
PUB DATE- Oct 90
NOTE- 43p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Education; Environment; Environmental Education; Environmental Standards; Federal Regulation; Hazardous Materials; Poisons; *Pollution; *Prevention; State Regulation; Wastes
IDENTIFIERS- *Biological Monitoring; Environmental Monitoring; *Great Lakes; Polychlorinated Biphenyls; Zero Discharge

The purpose of this report is to present the issues surrounding biomonitoring of wastewaters discharged into the Great Lakes Basin. Biomonitoring is the process of using organisms to monitor the toxicity of a substance. The report reflects an interest in seeing zero discharge of toxic pollutants in the Great Lakes region. The report is organized into five sections

International Education; Leadership; *Leadership Responsibility; Leadership Training; *Principals; *School Supervision

This paper explores research on the application of the change process as it relates to administrator-teacher partnerships in the formation of a global education program. The utility of the global perspective in the empowerment of teachers is examined, together with reasons why global education often is used as a vehicle for the institution of school change and reform. The role of the administrator in the change process is explored. The principal is impacted both by the community and parents in the outer environment and the teachers in the inner environment, all seeking more voice in the decision-making process. The prospects for accountability in this process are described. Models for creating a global perspective are presented and include all disciplines and the creation of team teaching for instructional delivery. Strategies to encourage greater participation of teachers, as well as suggestions for details on negotiating change and dealing with the inevitable conflicts, also are included. (EH)

ED 382 499 SO 024 814

Jenks, Charles E.
A Ten Year Social History of School Desegregation in McCormick, South Carolina.
PUB DATE- 94
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cultural Context; Desegregation Effects; *Desegregation Methods; Elementary Secondary Education; *Integration Studies; *Local History; Oral History; *Racial Integration; Racial Segregation; *School Desegregation; Social Change; Social History; *Social Integration
IDENTIFIERS- McCormick County School District SC

This research study consisted of a three-tiered investigation, examining the roles of the local, state, and federal governments in bringing about the end of the dual system of education in South Carolina from 1964 to 1974. The study's purpose was twofold: (1) to detail the events leading up to and surrounding the desegregation of a county's school system in rural South Carolina; and (2) to compare the events in this county to the general pattern of events taking place in the state at the time to determine if this county was exceptional in its pattern of school unification. McCormick is a small rural school in western South Carolina with a black majority population. The area is dependent on service and agricultural jobs. The study entails the county's efforts to desegregate schools and the white reactions to those efforts. This study examines both archival and oral data sources. It is hoped this study will: (1) contribute to the archival history of South Carolina in this important era of state history; (2) add to the expansion of the present knowledge of educational history; and (3) address the needs of the school for a sense of identify from its own history. (EH)

ED 382 500 SO 024 824

Weiss, Pat; And Others

ED 382 523 SO 025 032

Antidote: Civic Responsibility. Hawaii Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 15p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Hawaii; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Hawaii state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 524 SO 025 033

Antidote: Civic Responsibility. Illinois Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 16p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Illinois; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Illinois state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 548   SO 025 057

Antidote: Civic Responsibility. Rhode Island Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 17p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- Phi Alpha Delta Law Fraternity; *Rhode Island

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Rhode Island state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 549   SO 025 058

Antidote: Civic Responsibility. South Carolina Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 14p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- Phi Alpha Delta Law Fraternity; *South Carolina

Designed for middle school through high school students, this unit contains eight lesson plans that focus on South Carolina state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 569 SP 035 885

Osguthorpe, Russell T.; And Others
Partner Schools: Centers for Educational Renewal. The Jossey-Bass Education Series. First-Edition.
PUB DATE- 95
NOTE- 315p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- College School Cooperation; Educational Change; Educational Finance; Educational Research; Elementary Secondary Education; Governance; Higher Education; Inservice Teacher Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; *Program Development; *Program Evaluation; Program Implementation; School Restructuring; Teacher Role
IDENTIFIERS- National Network for Educational Renewal; *Partner Schools; Teacher Development

This book addresses three questions: Is the partner school concept a passing fad? What do educators need to know in order to initiate a partnership and a partner school? What can we anticipate, with regard to costs and benefits, from partner schools in the future? After an introductory chapter, "Understanding School-University Partnerships" (R. T. Osguthorpe, R. C. Harris, S. Black, B. R. Cutler, and M. F. Harris), the book is divided into two parts "Part One: The Goals of Partner Schools" and "Part Two: Developing and Implementing Partner Schools." Part One contains the following chapters: "Improving Student Learning" (W. H. Kimball, S. M. Swap, P. A. LaRosa, and T. Howick); "Strengthening Teacher Education" (M. L. Barnhart, D. J. Cole, S. T. Hansell, B. K. Mathies, W. E. Smith, and S. Black); "Promoting Professional Development" (R. A. Pines, L. Z. Mitchel, and N. Michelli); and "Supporting Collaborative Inquiry" (F. P. Hunkins, D. L. Wiseman, and R. C. Williams). Part Two contains the following chapters: "Launching and Sustaining a Partner School" (R. C. Harris and M. F. Harris); "Initiating District-Wide Change" (M. M. Beglau and K. F. Granger); "Promoting Statewide Collaboration" B. Little-Gottesman, P. Graham, and C. Nogy); "Building Links with Families and Communities" (H. Lawson, R. Flora, S. Lloyd, K. Briar, J. Ziegler, and J. Kettlewell); "Evaluating Partner Schools" (R. W. Clark; and "Conclusion: The Promise of Partner Schools" (R. T. Osguthorpe, R. C. Harris, S. Black, and M. F. Harris). An appendix presents National Network for Educational Renewal Site Descriptions. (IAH)

ED 382 570 SP 035 887

Long, Jerry C.; Morrow, Jean
Research Analysis of Professional Development School Graduates and Traditional Phase I and Phase II Graduates.
PUB DATE- Feb 95
NOTE- 69p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Detroit, MI, February 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Elementary Education; Graduate Surveys; Higher Education; Mainstreaming; *Preservice Teacher Education; *Professional Development Schools; Program

this new approach include: "Toward a New Medicine" (Daniel C. Tosteson); "Searching" (S. James Adelstein and Myra B. Ramos); "Strategies for Change" (Gordon T. Moore); "The First Curriculum: Content and Process" (Gordon T. Moore); "Curriculum Design" (Elizabeth G. Armstrong with others); "Faculty Development" (LuAnn Wilkerson); "Information Technology" (G. Octo Barnett with others); "Project Evaluation" (Susan D. Block and Gordon T. Moore); "The Student Experience" (Marc T. Silver); "Transitional Organization" (S. James Adelstein with others); "The Medical Education Center" (Karla J. Pollick); "Academic Societies" (Daniel D. Federman with others); and "Lessons for the Future" (Daniel C. Tosteson with Harvey Goldman). (Each paper contains reference notes.) (JDD)

ED 382 109 HE 028 310

Annunziato, Frank R.
Directory of Faculty Contracts and Bargaining Agents in Institutions of Higher Education. Volume 21.
PUB DATE- Jan 95
NOTE- 303p.; For previous edition (Volume 20), see ED 371 688.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Assistantships; *Collective Bargaining; *Contracts; Faculty College Relationship; Faculty Organizations; Foreign Countries; Graduate Students; Higher Education; *Negotiation Agreements; Teacher Associations; *Unions
IDENTIFIERS- Canada; United States

This report presents information and statistical data on higher education faculty contracts and bargaining agents in the U.S. The report lists, for each institution of higher education, the bargaining agent, unit size, year current agent was elected, initial contract date, number of campuses, and contract expiration date. The report also lists similar information for adjunct faculty contracts and bargaining agents, graduate employee bargaining agents, and faculty collective bargaining at Canadian universities. Tables present data on: (1) recognized faculty bargaining agents, public and private; (2) faculty bargaining agents in two-year and four-year institutions; (3) faculty collective bargaining agreements; (4) faculty and campuses represented by certified bargaining agents; (5) geographic distribution of unionized faculty; (6) bargaining agents by state; (7) decertifications; (8) institutions affected by the "Yeshiva" decision; (9) college closings; (10) status of public sector collective bargaining legislation; (11) merged bargaining agents; and (12) "no-agent" votes from 1971 to 1994. The report indicates that increases in the number of unionized faculty members and bargaining agents occurred during 1994, with 502 bargaining agents on 1,075 campuses representing 242,221 professors, a growth of 3.2 percent from 1993. (JDD)

ED 382 110 HE 028 311

Davis, R. Deborah
Safe Havens for African American Students: Finding Support on a White Campus. Draft.
PUB DATE- 10 Nov 94
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Tucson, AZ, November 9-13, 1994).
LANGUAGE- English

This publication is an instructor's manual to a course on developing empowered management teams for higher education, teamworking skills, and team role evaluation skills. The course itself takes a hands-on approach to learning about quality, introduces continuous quality improvement principles, asks students to apply these in a structured environment designed to gradually improve team-building skills, and teaches participants to evaluate the interactions of team members so that they can learn how to improve themselves. The manual provides lesson plans, suggested time allocation, masters for creating transparencies, photocopy masters, and a method for randomly assigning participants to teams. An introduction discusses the instructor's role, lists what the instructor will need, describes the lesson plans, reviews topics and time allocations, discusses the use of "quality bucks" as reinforcement, and introduces team assignment issues. For each course chapter the manual outlines the objective, lists pages and exercises in the learner text, and provides the related transparencies. Appendixes contain sample "quality bucks" for copying, a method for random team assignments, a description of a "hats off award," and description of a team presentation format. (JB)

ED 382 129 HE 028 330

Bigotry and Violence on Nebraska's College Campuses. A Summary Report.
SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.
PUB DATE- Apr 90
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Campuses; *Civil Rights; *College Environment; College Faculty; College Students; Higher Education; *Minority Groups; Minority Group Teachers; Opinions; Public Colleges; *Racial Relations; School Holding Power; *Social Discrimination; Student Attitudes; Student Recruitment; Teacher Attitudes; Teacher Recruitment; Two Year Colleges; *Violence
IDENTIFIERS- Diversity (Faculty); Diversity (Student); *Nebraska

This report presents the views and experiences of 11 individuals from Nebraska's higher education community and a Federal official on the topic of bigotry and violence on the state's college campuses. Views were expressed at a forum held in Lincoln, Nebraska in May 1989. One of the faculty argued that society needs to learn how to communicate about bigotry and racism. Several participants suggested that universities need a safe office where students can report bias-motivated incidents. Students from different ethnic groups mentioned the difficulties of getting through college studies without a strong support system, particularly on a campus where numbers of minority students are low. College administrators described the different programs, resources, and scholarship monies available for the recruitment and retention of minority students and efforts to recruit minority faculty. According to the presentations, there is important work that needs to be done at all levels of higher education, both two-year and four-year institutions, to improve intergroup relations in order to minimize bigotry, racism, and violence in Nebraska's college campuses. (JB)

ED 382 130 HE 028 331

Bigotry and Violence on Missouri's College Campuses. A Summary into account. Factors which most affected women were interpersonal ones whereas men's concerns were primarily academic. The survey instrument is appended. (Contains 32 references.) (Author/DB)

ED 382 149 HE 028 350

Loope, David R.
Academic Tenure: Its Origins, Administration, and Importance. South Carolina Commission on Higher Education Staff Position Paper.
PUB DATE- May 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Freedom; *College Faculty; Educational History; Educational Principles; Educational Quality; Futures (of Society); Higher Education; Standards; State Legislation; *Tenure; *Tenured Faculty
IDENTIFIERS- *South Carolina

This paper was developed in response to South Carolina House Bill 3767, which would eliminate the granting of tenure to faculty at all public, senior institutions in the state. It explores the origins and history of tenure, the attainment and retention of tenure, and the reasons why the state should continue to grant tenure at state institutions of higher education. The historical review traces tenure and the principle of academic freedom in relationship to antiquity, the medieval universities, its origins in America, attacks on professors during McCarthyism, tenure and the civil rights movement, and current controversy regarding tenure and "political correctness." A discussion on attaining and keeping tenure lists qualifications for attaining tenure at South Carolina institutions, and guidelines for evaluating and even terminating faculty with tenure. A final discussion on the importance of tenure in sustaining academic freedom and economic development focuses on the importance of academic freedom for the advancing of new and possibly unpopular ideas and for the economic development of South Carolina since, without tenure, many quality faculty would leave the state resulting in declining educational quality and the loss of grants. (Contains 23 references.) (DB)

ED 382 150 HE 028 351

The National Qualifications Framework and the Universities.
PUB DATE- 11 May 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Curriculum; College Outcomes Assessment; *Curriculum Development; *Degrees (Academic); Educational Change; Educational Legislation; Educational Objectives; Foreign Countries; Higher Education; *Standards; Units of Study; Universities
IDENTIFIERS- Education Amendment Act 1990 (New Zealand); *National Qualifications Framework (New Zealand); *New Zealand

This monograph addresses difficulties with integrating New Zealand university degree qualifications into standards established for secondary education and non-university tertiary employed professionals, regardless of their schedules and distance from the central campus. "Distant learners" include those whose job demands, family responsibilities, and other constraints make traditional educational access unavailable. This paper reviews the various highlights of the history of distance education technologies at NSU, from low to high technology. Distance education at NSU began in 1972 with the use of the telephone and airplanes. In 1983, graduate education programs were offered through interactive electronic telecommunications. Facilitated classrooms, using a combination of audio teleconferencing discussions (including computer augmentation of the audiobridge, such as subgrouping and polling), individual phone calls, and a local facilitator provided a new instructional mode at NSU beginning in 1991. Distance education programs at NSU, operating online on Unix, use regional symposia, campus seminars and institutes, personal computers for online electronic communications, and computer conferencing. The electronic classroom (ECR) program simulates a traditional classroom; the computer screen is split into an instructor's ("blackboard") and a student's window. In 1994, NSU began offering compressed video, an alternative to interactive television (ITV) systems that offers equivalent educational effectiveness at a lower cost, as another mode of interactive, online instruction. (Author/MAS)

ED 382 169   IR 017 102

Kontos, George; And Others
Electronic Publications Can Help Build a Global Community.
PUB DATE- 1 Mar 95
NOTE- 4p.; Paper presented at the International Conference on Technology and Education (ICTE) (12th, Orlando, FL, March 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; Information Systems; *Scholarly Journals; *Writing for Publication
IDENTIFIERS- *Electronic Journals; Internet; Nova Southeastern University FL; *Scholarly Communication; Scholarly Writing

The Internet has provided the world with an almost instantaneous communication vehicle. The traditional approach to sharing academic publications has been to prepare written articles for submission to the appropriate journal, then wait for the 6-month to 2-year delay before publication. With these built-in delays from occurrence to publication, there is a niche for the electronic publication of such articles in a timely manner. The popularity and rapid growth in the number of electronic publications indicates that there is a receptiveness by the academic community for electronic publishing. "New Horizons of Adult Education" and the "Online Chronicle of Higher Education and Communications," both of which are co-published by Nova Southeastern University (NSU), are discussed in detail as examples of such publications. Examples of other online publications of interest to educators are also provided. (MAS)

ED 382 170   IR 017 103

Mizell, Al P.; And Others
Compressed Video: An Interactive Tool To Encourage Students To Accept Distance Learning as an Alternative to Face-to-Face

remote instructional setting? The assessment survey was organized into three dimensions: instruction/instructor characteristics, technological characteristics, and course management and coordination. Results indicated that the level of student satisfaction tended to increase as the semester progressed in each of the three advanced graduate courses and that the "live" setting was favored over the remote setting on only one (technological characteristics) of the three dimensions for only one of the courses. Overall, student satisfaction was rated near or above a four on a five-point scale. Eleven figures and 13 tables provide survey information. (Contains 17 references.) (AEF)

ED 382 187 IR 017 128

Gunter, Randolph E.; Gunter, Glenda A.
The Effect of Class Size on Students' Attitudes Toward Computers.
PUB DATE- Nov 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; *Class Size; College Students; *Computer Attitudes; *Computer Literacy; Computer Uses in Education; Course Evaluation; Higher Education; Instructional Effectiveness; Statistical Analysis; *Student Attitudes; Student Surveys; Universities

This study assessed the influence of class size on the change in student computer attitudes after the completion of a 16-week computer literacy course. The sample consisted of 317 students enrolled in 15 sections of computer literacy courses at a university in the fall of 1993. Class size varied from 16 to 178. The dependent variable was the posttest score on the Computer Attitude Scale (CAS). The pretest score on the CAS was used as a covariate. There was a statistically significant difference between class size and student attitudes on the computer usefulness subscale of the CAS. Students in smaller classes perceived computers to be more useful after completion of a computer literacy course than students in larger classes. Four tables provide survey results. (Contains 13 references.) (Author/AEF)

ED 382 188 IR 017 130

Volman, Monique
Gender-Related Effects of Computer and Information Literacy Education.
PUB DATE- 95
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Computer Attitudes; *Computer Literacy; Educational Experience; Foreign Countries; *Information Literacy; Instructional Materials; *Role of Education; Secondary Education; *Sex Differences; *Student Attitudes; Student Behavior; Tables (Data)
IDENTIFIERS- Netherlands

This document focuses on gender differences in information and computer literacy (ICL) and on the role of education in producing such differences. The effects of the curriculum materials used and of teaching behavior in ICL lessons are

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Higher Education; Institutional Evaluation; *Library Development; *Library Services; Organizational Development; *Organizational Effectiveness; Organizational Theories; Organizations (Groups)
IDENTIFIERS- *Cameron Model of Organizational Effectiveness

Librarians have not been able to agree on a meaning for library effectiveness that is both comprehensive and practical, expressed in terms that suggest directions for improvement. This book applies Kim Cameron's principles of organization effectiveness to the traditional issues of academic library effectiveness. The investigation described is based on a survey of academic libraries in six Middle Atlantic states and the District of Columbia. The questionnaire asked chief decision makers in libraries to respond to questions and statements regarding the presence in their libraries of a number of factors which a broad survey of library literature suggested were related to effectiveness. Results showed that a properly designed and validated instrument can be used to create an imperfect but pragmatic description or approximation of effectiveness. Furthermore, batteries of objective measures can be used to generate fine-grained analysis of specific aspects. It was also demonstrated that groups of academic libraries could be identified which varied together in their performance with respect to particular effectiveness dimensions. A discrepancy was found between the criteria users apply to evaluate a library's effectiveness and the characteristics librarians associate with effectiveness. Appendices include: "Effectiveness Criteria"; "Questionnaire, Academic Library Effectiveness Study"; "Questionnaire Items Keyed to Effectiveness Criteria"; "Sample Characteristics"; "Statistical Analysis"; "Variables Comprising Major and Minor Factors"; and "Domains: Their Dimensions and Variables". A 12-page bibliography is also included. (Author/MAS)

ED 382 208 IR 055 489

Johnson, Peggy, Ed.; Intner, Sheila S., Ed.
Recruiting, Educating, and Training Librarians for Collection Development. New Directions in Information Management, Number 33.
PUB DATE- 94
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Continuing Education; Futures (of Society); Interdisciplinary Approach; Job Training; Librarians; *Library Acquisition; *Library Collection Development; *Library Education; *Library Material Selection; Minimum Competencies; Practicums; Recruitment; Users (Information)
IDENTIFIERS- *Bibliographers; Conspectus

Collection development as it is practiced now, and as it will continue to be practiced, is presented in its varying aspects. This book is a collection of 15 papers related to recruiting, educating, and training librarians for collection development as well as implications for the future. The titles include: "Book Selection and Collection Building: Evolution of the Art (Bill Katz); "The Professionalization of Acquisitions and Collection Development" (Terry L. Allison and Marion T. Reid); "Recruiting as Competition: Why Choose Collection Development?" (Eugene L. Wiemers, Jr.); "Late Awakenings: Recruiting Subject

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Networks; *Health; Indexes; Information Networks; Online Searching; *Resource Materials; *Sciences; Telecommunications
IDENTIFIERS- *Internet

This guide describes and evaluates the Internet's health and science resources by subject. It offers information on a multitude of listservs; Usenet newsgroups; forums; electronic journals; topical mailing lists; text archives; Freenets; bulletin boards; FAQs; newsletters; real-time chats; databases; and library catalogs. From alternative medicine to virtual reality technology and applications, nearly every branch of scientific study as well as numerous related topics of interest is covered. Internet users can draw upon this resource to find up-to-the-minute information about a wide range of subjects, including: aerospace; AIDS information; animal rights; biology; biomedical ethics; computer science; environmental studies; high energy astrophysics; science grant listings; mathematics; nursing; veterinary science; genetics; archaeology; and more. The volume is divided into easy-to-use, fully indexed subject guides that allow access to exact topics and provides a critical analysis of the content. Information is provided on everything the novice Internet user needs to know to get started: navigating traditionally with Telnet; FTP (File Transfer Protocol); ways of efficiently searching with Gopher, World Wide Web; and looking for information with Archie, Veronica, Jumpstation, and WAIS (Wide Area Information Servers). (Author/MAS)

ED 382 227 JC 930 298

Harmoniser les formations professionnelles secondaire et collegiale: Un atout pour leur developpement (Articulation of Secondary and Collegiate Vocational Training: An Asset for Its Development).
PUB DATE- Oct 91
NOTE- 69p.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; *Community Colleges; Educational Assessment; Educational Needs; Educational Objectives; Foreign Countries; Postsecondary Education; *Secondary Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Quebec

A discussion is provided of the importance of articulation between vocational training at the secondary and postsecondary levels in Quebec. In the first chapter, the Council of Colleges describes the characteristics of vocational training at the collegiate level, including information on student characteristics and types of training, differences between secondary and postsecondary training programs, and the geographic distribution of programs; the emergence of a new 5-year plan for secondary vocational education, including information on program content and program distribution; and the relationship between economic activity and secondary and postsecondary programs. In chapter 2, the Council analyzes educational, social, employment, and institutional trends which provide a common context for secondary and collegiate vocational training and can influence their articulation. Finally, chapter 3 reviews four principles for articulation:

programs. Data tables included in the report provide academic year 1994-95 information on: (1) student credit hour enrollment, by enrollment status, student status, gender, student level, residence, ethnic category, and educational objective; (2) student headcount enrollment, by enrollment status, student status, gender, student level, residence, ethnic category, and educational objective; (3) student credit hours by age group and semester; (4) average student credit load by age group and semester; and (5) student credit hour enrollment by division/course prefix and semester for the arts, humanities and social sciences division; business, technology and computer instruction division; communications and academic enhancement division; science, health care and math division; physical education division; student development division; and continuing community education division. In addition, the following historical data are provided: student credit hour enrollment by division/course prefix and academic year 1990-91 to 1994-95; headcount enrollment by academic year and semester, 1969-70 to 1994-95; student credit hour enrollment by academic year and semester, 1969-70 to 1994-95; student credit hour enrollment by academic year and sex, 1969-70 to 1994-95; and student credit hour enrollment by academic year and enrollment status, 1969-70 to 1994-95. (KP)

ED 382 245   JC 950 225

Activities in Support of Two-Year College Science, Mathematics, Engineering, and Technology Education. Fiscal Year 1994 Highlights.
PUB DATE- 16 Feb 95
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Finance; Educational Innovation; *Engineering Education; *Grants; *Mathematics Education; Science Activities; *Science Education; Technological Literacy; Technology Education; *Two Year Colleges
IDENTIFIERS- *National Science Foundation

In the past 5 years, National Science Foundation (NSF) support for two-year colleges has risen from approximately $1 million per year to the current level of approximately $23 million per year. This report on the NSF's two-year college related activities in fiscal year 1994 (FY94) begins with letters of transmittal, and a brief introduction and overview. The remainder of the report is divided into the following sections: (1) Leadership Activities: Education and Human Resources, including outreach workshops, the "Gaining the Competitive Edge" workshop, the Coalition Building for Effective Faculty Enhancement workshop, a survey on technical education in two-year colleges, the Advanced Technological Education Leadership Workshop and Principal Investigator's Conference, the 1994 NSF Invitational Conference, and other publications directly involving two-year colleges; (2) Leveraged Program Support: Education and Human Resources, highlighting undergraduate, elementary, secondary, and informal education programs, human resource development, and other forms of support; (3) Leveraged Program Support: Research Directorates, focusing on the development of NSFNET, a network providing Internet access to educators and researchers; and other selected examples; (4) Technology Reinvestment Project, designed to stimulate the transition to a growing, integrated, national industrial capability providing the most advanced, affordable, military

ED 382 263 JC 950 246

Williamson, Laurel V.; Mulholland, Kevin
Faculty Development on the Cheap: A Cost-Effective Approach to Building Intellectual, Instructional, and Interactive Communities.
PUB DATE- 23 May 94
NOTE- 49p.; Paper and materials presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (16th, Austin, TX, May 22-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Instruction; *Collegiality; Community Colleges; *Faculty College Relationship; *Faculty Development; Inservice Teacher Education; *Nontenured Faculty; Program Descriptions; School Business Relationship; School Community Relationship; *Teacher Improvement; Two Year Colleges
IDENTIFIERS- Valencia Community College FL

The Osceola Campus (OC) of Valencia Community College, in Florida, has created a three-part faculty development program that is designed to meet the needs of campus faculty, the majority of whom are not tenured or tenure-track, while operating within OC's strict budget constraints. The first branch of the program focuses on creating an intellectual community and stresses scholarly discourse and cultural enrichment by providing instructors with opportunities to discuss topics such as mathematics, theater, poetry, ethics, multiculturalism, and literary theory. The second branch, developing the instructional community, works to strengthen collegiality between full- and part-time instructors; sharpen teaching skills through providing specific advice on teaching strategies such as collaborative learning, holistic grading, and classroom management; and provide feedback and reinforcement to temporary and part-time faculty. The third branch focuses on developing an interactive community, creating links between OC faculty and the wider worlds of academia and work through promoting faculty presentations, use of local resources, securing outside program funding, and working with guest speakers, district schools, and industry, community, and cultural groups. (Appendices include sample materials from the programs of each of the three branches, including the Shakespeare and Alternative Theater series, collaborative learning, holistic grading, critical thinking, mid-semester evaluation, the African-American history project, and notes on a workshop given to district middle school teachers.) (MAB)

ED 382 264 JC 950 247

Clark, Kim; And Others
SELECT: Achieving & Rewarding Excellence in Faculty Advising.
PUB DATE- 95
NOTE- 25p.; Paper presented at the National Academic Advising Association Region VII Conference (Austin, TX, May 24-26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

retention, and transfer rates of Chicano/Latino students. Now in its 10th year, ENLACE is an academic program emphasizing the successful completion of the cognitive core areas of general/transfer education and provides a combination of instruction, counseling, and mentoring. In fall 1993, ENLACE served 198 Chicano/Latino students, with sections offered in ENGL 330 (two levels below Transfer Composition); ENGL 104 (one level below Transfer Composition); ENGL 1A (Transfer Composition); Math 12 (Algebra); Guidance 137 (Special Topics) and Natural Science 10A. Outcomes for ENLACE students, defining success as the receipt of an A, B, C, or credit grade, included the following: (1) ENLACE students had a 71% overall success rate, compared to 57% for the 439 other Chicano/Latino students in the same courses and 55% for all Chicano/Latino students taking the course from 1989-91; (2) ENLACE ENGL 1A students had a success rate of 70%, compared to a 61% success rate for all other Chicano/Latino students in ENGL 1A and a 68% success rate for 1989-91 Chicano/Latino students taking the course; (3) students in two ENLACE ENGL 104 classes had a combined success rate of 88%, compared to 63% for other Chicano/Latino students in ENGL 104 and 60% for the 1989-91 students; and (4) ENLACE students' success rates were also higher than non-ENLACE Latino/Chicano students in Math 12 and Natural Science 10A. (MAB)

ED 382 282 JC 950 268

Kangas, Jon
AFFIRM Success Rates Compared to Success Rates of Other African-American Students in the Same Courses, Fall 1993. Research Report #848.
PUB DATE- Jul 94
NOTE- 13p.; For the spring 1994 report, see JC 950 270.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Black Students; Community Colleges; Comparative Analysis; Counseling Services; *Developmental Studies Programs; Mentors; Program Effectiveness; *Remedial Programs; Role Models; Tutoring; Two Year Colleges; Two Year College Students
IDENTIFIERS- African Americans; Evergreen Valley College CA

Project AFFIRM (African-American First Investment Return Module) was established at Evergreen Community College in fall 1989 as a comprehensive academic and support program to help African-American students achieve their college transfer or associate degree goals. AFFIRM courses have the same content as traditional courses, but utilize non-traditional delivery and intervention strategies and are taught by culture-specific role model teachers. Supportive services include academic and personal counseling, tutoring, mentoring, economic literacy and self-esteem workshops, scholarships, and book and personal emergency loans. In fall 1993, 110 students were enrolled in 6 classes offered through the project: English Composition (English 1A); Fundamentals of Composition (English 104); Improvement of Writing (English 330); Fundamentals of Chemistry (Chemistry 15); College Study Techniques (Guidance 95); and Algebra I (Mathematics 12). Compared to other African-American students taking the same courses, AFFIRM students had a lower success rate (43% versus 56%). AFFIRM students had a noticeably lower success rate than non-AFFIRM African-American students in English 104 (48% versus 67%), and a lower success rate in English 1A (31% versus 50%), Mathematics 12 (29% versus 47%),

(141),Books (010)
DESCRIPTORS- Adolescents; *Child Welfare; *Computer Software Development; Family Programs; Integrated Services; *Management Information Systems; Program Development; Program Implementation; *Social Agencies; Social Services
IDENTIFIERS- *Boysville of Michigan

This book describes Boysville's 5-year effort to design, implement, and evaluate an agency-based computerized management information, program evaluation, and clinical decision-making system, BOMIS (Boysville Management Information System). The goal of BOMIS is the integration of the four intervention programs, through the collection, analysis, interpretation, and feedback of information relevant to practitioners' decision-making needs at all levels and in all parts of the agency. Chapters in the book are: (1) "Introduction: The Need for a New Model of Information Utilization in Human Service Agencies" (Grasso and Epstein); (2) "Theoretical Requirements for Successful Integration of Information Technology in Human Service Agencies (Grasso and Epstein); (3) "BOMIS: A Management Information System for Children and Youth Service Providers" (Kapp and Grasso); (4) "The Use of an Agency-Based Information System in Structural Family Therapy Treatment" (Mooradian and Grasso); (5) "Principles for Using Management Information Data for Programmatic Decision Making" (Freel and Epstein); (6) "Clinical Assessment and Program Evaluation in the Boysville Pastoral Ministry Program" (Hausmann and Epstein); (7) "Management Information Systems and External Policy Advocacy: The Boysville Length of Stay Study" (Overstreet and others); (8) "Client Characteristics, Family Contacts, and Treatment Outcomes (Savas and others); (9) "Youth and Family Characteristics, Treatment Histories, and Service Outcomes: Some Preliminary Findings from the Boysville Research Program (Whitaker and others); and (10) "Monitoring Family System Functioning, Family, and Adolescent Coping in the Context of Residential Treatment: Implications for Program Management, Practice Innovation, and Research (McCubbin and others). Each article Contains references. (HTH)

ED 382 301 PS 022 804

Goffin, Stacie G., Ed.; Day, David E., Ed.
New Perspectives in Early Childhood Teacher Education: Bringing Practitioners into the Debate.
PUB DATE- 94
NOTE- 232p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Caregivers; *Early Childhood Education; Females; Infants; Preschool Teachers; Sex Bias; Teacher Characteristics; *Teacher Education; *Teacher Educators; *Teacher Effectiveness; Teaching Skills; Toddlers; Young Children
IDENTIFIERS- *Caregiver Training; *Developmentally Appropriate Programs

This book extends the discussion regarding effective early childhood teacher education in light of two contradictory public demands, day care and education. The sections of the book focus on what makes an effective beginning teacher, what is needed to move beyond initial competence, and what makes an effective early childhood teacher educator. Each section contains essays prepared by practitioners at infant through primary levels, followed by three commentaries from noted scholars, administrators, or teacher educators. Following an postmodern family and finds evidence of an emerging vital family that melds the best of the modern and postmodern families, one in which the needs of all family members are held in a dynamic, if delicate, balance. Chapter 1 looks at the shift from the modern nuclear family to the postmodern permeable family. Chapter 2 explores the meaning of "modern" and "postmodern" in order to understand two sets of cultural ideas that have had enormous influence on changing views of family life. The sentiments and values of the modern nuclear family--expressed as romantic love, maternal love, unilateral authority, and togetherness--in the context of the postmodern permeable family are examined in chapters 3 and 4. Chapters 5, 6, and 7 look at the different family members--parents, children, and adolescents--and assess the impact of postmodern ideas on their role in the permeable family. Chapter 8 presents views of health professionals on child and adult development, and assesses the contribution of these helping professions to the modern and postmodern family need imbalance. Three postmodern societal stressors--shrinking childhood, shrinking normality, shrinking child spaces--and the damage they are doing to contemporary children and youth are the subjects of chapter 9. The final chapter introduces a new family pattern that seems to be emerging: the vital family. Contains bibliographical references for each chapter. (TJQ)

ED 382 320 PS 023 056

Lawrence, Gordon D.
People Types & Tiger Stripes. Third Edition.
PUB DATE- 93
NOTE- 258p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Patterns; *Cognitive Style; Elementary Secondary Education; Extraversion Introversion; *Learning Processes; Learning Strategies; *Motivation; Personality; Personality Assessment; *Personality Traits; Teaching Styles
IDENTIFIERS- Jung (Carl G); Management Skills; Management Styles; *Myers Briggs Type Indicator

This book presents one method for identifying mind-sets, learning styles, and motivation patterns, and using the patterns in planning instruction and other helping processes, with the objective of helping people find and use their strengths to ameliorate weaknesses. The approach presented is based on Carl Jung's ideas about psychological types, as made practical through the work of Isabel Briggs Myers. The book includes readings and instructions for activities that explain the theory and offer guidance in making applications of it. It can be used for group or individual study by teachers and other helping professionals, parents, and bosses. The book is divided into two parts. Part 1 has seven chapters on basic applications of type concepts, including the beginning theory needed for guiding sound uses of type. Part 2 has five chapters, one on the deeper aspects of type theory, and four on advanced applications. The twelve chapters are: (1) "People Types and Tiger Stripes"; (2) "Type, Motivation, and Learning Style"; (3) "Using Type Concepts in Planning Instruction"; (4) "Type and Teaching Styles"; (5) "Type is a Four-Letter Word: Uses and Abuses of the MBTI"; (6) "Type and Stereotype"; (7) "Taking Type into Account in Education"; (8) "The Dynamics of the Types"; (9) "Type and Curriculum Reform"; (10) "Developmental Needs and Type Concepts"; (11) "Kinds of Mind"; and (12) (authoritarian or democratic), positive or negative attitudes, and the teachers' ability to capture the children's attention. Contains six references. (Author/AP)

ED 382 341 PS 023 159

Ekstrand, Gudrun
Children, Norms and Values in Three Countries on Three Continents. Reprints and Miniprints, No. 823.
PUB DATE- Dec 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; *Childhood Attitudes; *Child Rearing; Comparative Analysis; Cross Cultural Studies; Cultural Background; *Cultural Influences; Elementary Education; Elementary School Students; Emotional Development; Foreign Countries; Norms; *Parent Child Relationship; Social Development
IDENTIFIERS- Cross Cultural Testing; Cultural Dependency; India; Kenya; Sweden

This study examined children's perceptions of child-rearing norms and values of the culture where the child is raised and provides a cross-cultural comparison of child development in India, Kenya, and Sweden. Children ages 8 through 13 in Kenya were asked questions regarding good and bad behavior and parents' sanctions, the results of which were compared with the previous surveys of India and Sweden. The findings came under four themes: (1) relations to society, parents, teachers, and friends; (2) obedience, adherence to rules or the making of one's own decisions; (3) children's duties, work and school; and (4) personality. The comparison showed that children in India and Kenya have strong relations to their families, while Swedish children are dependent on the social welfare system. Children in India and Kenya consider obeying adults to be good behavior, whereas few Swedish parents tell of teaching their children to obey. In India, school is the child's primary duty; in Kenya the necessary chores at home must be carried out; but in Sweden, no demands are placed upon the child. The results show that cultures support the development of certain character traits in individuals. (AP)

ED 382 342 PS 023 165

Nunes, Terezinha
El Ambiente del Nino (The Environment of the Child). Occasional Paper No. 6.
PUB DATE- 94
NOTE- 55p.; For English version of this document, see ED 368 499.
LANGUAGE- Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; *Cultural Awareness; Cultural Differences; Early Childhood Education; Elementary Education; Foreign Countries; *Intervention; Outcomes of Education; Outcomes of Treatment; Poverty; Program Evaluation; Social Bias; Socioeconomic Influences
IDENTIFIERS- Netherlands

This Spanish-language report offers a framework for the analysis and evaluation of intervention on children's behalf against which to analyze actions upon their environment. The first section looks at the complex issue of defining suitable child development outcomes for intervention programs, noting that their children (94%). Areas were also identified in which parents indicated a need for additional information: (1) program philosophy and goals for children; (2) payments and refunds; (3) rules for attendance of sick children; (4) menus of snacks and meals; (5) parent-staff communication to ensure continuity; (6) parental evaluation of the programs' effectiveness, and involvement of parents in developing IEPs. The overall positive reactions of parents are attributed to parental involvement, the key element of the program. (BAC)

ED 382 362 PS 023 233

Adamson, Peter, Ed.
The Progress of Nations: The Nations of the World Ranked Acording to Their Achievements in Health, Nutrition, Education, Family Planning, and Progress for Women.
PUB DATE- 93
NOTE- 58p.; For the 1994 report, see ED 372 854.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Access to Education; *Child Health; *Developed Nations; *Developing Nations; Economic Progress; Elementary Education; *Females; Foreign Countries; Immunization Programs; Mortality Rate; *Nutrition; Poverty
IDENTIFIERS- Africa; Asia; Asia (East); Caribbean; Europe; Middle East; North America; Pacific Region; South America; United Nations Convention on Rights of the Child

This report documents the progress made in developing and developed nations to improve health, nutrition, education, family planning, and the condition of women over the last 40 years. It presents tables that rank the world's nations and regions on: (1) the mortality rate of children under 5 years of age; (2) the percent of children under 5 years of age who are malnourished; (3) the percent of children immunized against measles; (4) the percent of children reaching grade 5 in school; (5) the average number of births per woman; and (6) the mortality rate of women due to childbirth complications. The report provides statistics on national performance gaps, the difference of the level of progress achieved and the expected level of progress for each country's gross national product. It also examines the progress made by the world's nations to ratify and implement health, nutrition, and education goals contained in the United Nation's Convention on the Rights of the Child. (MDM)

ED 382 363 PS 023 236

Early Childhood Centers: Services To Prepare Children for School Often Limited. Report to the Ranking Minority Member, Subcommittee on Children and Families, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- Mar 95
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Development; Day Care Centers; *Disadvantaged Youth; *Early Childhood Education; Home Visits; *Integrated Services; Parent Education; School Health Services; *School Readiness
IDENTIFIERS- Developmentally Appropriate Programs; *Early Childhood Centers; Family Support; Goals 2000; Project Head

of 22 percent. It also found that students' mean blood pressure readings were nine percent lower in the modified classroom when compared to their readings in the standard classroom. (MDM)

ED 382 382 PS 023 277

Luebering, Anne
The Relationship between Perceived Parental Self-Efficacy and Childrearing Beliefs among First-Time Mothers of Infants.
PUB DATE- Mar 95
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Infants; *Mothers; *Parent Attitudes; Parenting Skills; Parent Role; *Self Efficacy
IDENTIFIERS- *First Time Mothers

This study examined whether perceived parental self-efficacy was related to childrearing attitudes among 113 first-time mothers of 6- to 12-month-old infants. Perceived parental self-efficacy was measured using the Maternal Self-Efficacy Scale (D. M. Teti and D. M. Gelfand, 1991) and the Lips Maternal Self-Confidence Scale (H. M. Lips, 1984). An instrument was developed to measure childrearing beliefs. The study found a small but significant correlation between childrearing beliefs and perceived parental self-efficacy. Analysis of the subscales of the measure of childrearing beliefs revealed that the subscale measuring the dimension of enjoyment/aggravation regarding the parental role was most closely related to mothers' feelings of self-efficacy. Thus mothers who enjoyed their role as parents also felt positive about their parenting capabilities. Suggestions for further research are discussed. (Contains 16 references.) (MDM)

ED 382 383 PS 023 278

Lewis, Catherine C.
Educating Hearts and Minds: Reflections on Japanese Preschool and Elementary Education.
PUB DATE- 95
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Academic Achievement; *Classroom Environment; Classroom Observation Techniques; Cultural Differences; Educational Environment; *Educational Philosophy; Educational Policy; *Elementary Education; Elementary Schools; Foreign Countries; Government Role; Peer Relationship; Play; *Preschool Education; Student Adjustment; Student Attitudes; *Student Motivation; Teacher Student Ratio; Teacher Student Relationship
IDENTIFIERS- *Japan

Based on observations of more than 50 Japanese preschool and elementary classrooms over a 14-year period, this book offers a fresh perspective on how children become eager, motivated learners and caring responsible citizens. In a sharp departure from most previous accounts, this book suggests that Japanese education succeeds because all children--not just the brightest or best behaved--come to feel like valued members of the school community. The book notes that Japanese teachers credit John Dewey and other progressive Western educators for many of the

DESCRIPTORS- *Chinese Culture; Classroom Techniques; Foreign Countries; *Integrated Curriculum; Learning Activities; Primary Education; Teaching Methods; *Thematic Approach
IDENTIFIERS- China; *Chinese New Year; Festivals; Taiwan; *Webbing (Thematic)

An integrated curriculum allows children's learning in all traditional subject areas to occur primarily through projects that the teachers plan and that reflect children's interests. This paper presents a curriculum web on Chinese festivals, specifically, the Chinese New Year, for kindergarten and first grade levels. The paper first presents a teacher brainstorm of a curriculum web on celebrating Chinese festivals, and then presents the thematic web for the subtopic Chinese New Year, which includes the origin of the festival, things people do, special activities, foods people eat, clothing, greetings, and the animal of the year from the Chinese zodiac. Next, the paper lists the curriculum subject areas and learning activities for the New Year subtopic: reading-listening-speaking; writing; math; science; art; social studies; music; and movement. Key events for the unit are then listed, including book making, field trips, dragon making, dragon parade, display center, and party. A student evaluation checklist for each of the subject areas is included. Two appendices contain a story map and a description of the origins of the Chinese New Year and its customs. (HTM)

ED 382 403 PS 023 312

Hsu, Yuehkuei
Emergent Literacy and Young Children.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Chinese; English (Second Language); Foreign Countries; Language Acquisition; Language Attitudes; *Language Research; Linguistic Theory; *Literacy; Preschool Education; Second Language Learning; *Young Children
IDENTIFIERS- *Emergent Literacy

This paper reviews recent research on children's literacy development and learning, focusing on "emergent literacy" theory. Advocates of emergent literacy believe that children learn to read by reading and to write by writing, and that children are active constructors and investigators of their own knowledge. Recent studies have suggested that most preschool children are aware of how they are learning and, though not able to read, pretend to read by labeling pictures in books. Research in Taiwan has shown that the emphasis on learning the complex forms of Chinese has contributed to Chinese children's drawing style. Comparative studies of both native English speakers and non- or limited-English-speaking preschoolers found that even children who were virtually non-speakers of English could read English print in the environment. The studies reviewed suggest that children become literate by being meaningfully engaged in activities such as reading, writing, speaking, drawing, and play. (Contains 28 references.) (MDM)

ED 382 404 PS 023 314

Smith, Shelley L.; And Others
Early Childhood Care and Education: An Investment That Works.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Foundation for Child Development, New York, N.Y.

a historical overview of the Six Nations from precontact with the Europeans to the present day. The Six Nations consist of the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora tribes. These tribes call themselves the Haudenosaunee and are often referred to as the Iroquois. The curriculum unit was designed to meet New York State 7th- to 11th-grade curriculum requirements. The student guide consists of sections for each of the Six Nations that include discussions of identity, village life, land (original land base to present-day land base), a brief history, contemporary issues, and scenes of contemporary tribal communities. Each section includes map activities and discussion questions. The teacher guide provides expanded information on each of the Six Nations; goals and objectives; information on treaties and the American Revolution; suggestions for coordinating curriculum with the resource guide "The Haudenosaunee, Past-Present-Future" and with the New York State Social Studies Syllabus; maps; a bibliography; answers to student discussion questions; and suggested student learning activities. Learning activities include student map projects; videotapes; oral reports; timelines; field trips; and interdisciplinary ideas for creative writing, math, literature, and science. Both guides include photographs and illustrations. (LP)

ED 382 421 RC 020 064

Barreiro, Jose, Ed.; Cornelius, Carol, Ed.
Knowledge of the Elders: The Iroquois Condolence Cane Tradition.
PUB DATE- 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; American Indian Education; *American Indian History; Cultural Education; Cultural Maintenance; Folk Culture; High Schools; *Iroquois (Tribe); Leadership; *Oral Tradition; *Peace; Reading Materials; Religion; Study Guides
IDENTIFIERS- *Ceremonies; *Iroquois Confederacy

This study guide, developed for high school students, looks at Eastern Woodlands history and tradition through the words of Cayuga Nation elder Jacob Thomas. The Six Nations, also known as the Iroquois, are a confederacy of the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora tribes. The Iroquois have a population of more than 60,000 living in 14 reservations and several urban centers in New York, Ontario, Quebec, Wisconsin, and Oklahoma. The guide focuses on the Condolence ceremony by which chiefs are inducted into the nation councils represented in the Grand Council of the Iroquois Confederacy, or League of the Haudenosaunee. The ceremony also prescribes the customs to be followed at times of death, both of common people and of leaders. Wampum belts, sympathy strings, and a carved Condolence Cane are used in the ceremony. The Condolence Cane is a mnemonic device that depicts the "seating" arrangement of the Grand Council confederacy chiefs from clans in the Six Nations. Each chief's title is represented by a peg and a pictograph depicting aspects of the title or the story of each title holder's first encounter with the Peacemaker. The Peacemaker's mission was to bring peace to the warring nations of the Eastern Woodlands, and his efforts resulted in the founding of the Iroquois Confederacy. The story of the coming of the Peacemaker, with its many attendant teachings including the Condolence, is the backbone of Iroquois ritual culture.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Appropriate Technology; Centralization; Computer Uses in Education; Distance Education; *Educational Technology; Elementary Secondary Education; Power Structure; *Role of Education; *Rural Education; Technological Advancement; *Telecommunications
IDENTIFIERS- *Outcome Based Education; Sense of Place

This paper critiques the notion that technology can solve the problems of rural schools. The critique begins with the recognition that the United States is an economic empire, that technology is the instrument of empire, and that national objectives for education are concerned with promoting economic competitiveness. While rural places are marginal to the national economy, they still contain nearly half of U.S. schools--schools whose failure would seriously compromise the overall mission of U.S. schooling. While the old educational technology focused on developing consistency by standardizing professional practices and other inputs, the new technology takes equivalence of results (outcomes) as the root of accountability. "Outcomes-based education" is the systemic initiative that makes such uniformity possible, and technology may be construed as the route through which a concordance of goals and results can best be implemented. However, the "one-best system" of schooling is inimical to rural community and rural virtues, such as sense of place and stewardship of the earth, and has no use for a rural education based in local culture. The question of whether there are appropriate technologies to support rural community-based education is discussed in terms of three beguiling arguments in favor of telecommunications in rural schools: that telecommunications is empowering, enriching, and egalitarian. The paper refutes these arguments and suggests that the benefits of telecommunications for rural schools and communities have been exaggerated. Appropriate technologies would be accessible to rural students and teachers; would serve the legitimate interests of rural places in opposition to the vested interests that are destroying rural places; and would nurture virtue ("the good") as something accessible locally rather than as an import. Finally, appropriate technology would sustain rather than divert local purposes and resources. (SV)

ED 382 438 RC 020 124

DeYoung, Alan J., Ed.
Rural Education: Issues and Practice. Source Books on Education, Vol. 25. Garland Reference Library of Social Science, Vol. 473.
PUB DATE- 91
NOTE- 481p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Community Action; Cultural Context; *Disadvantaged; Distance Education; *Educational Change; Educational History; Educational Policy; Elementary Secondary Education; Equal Education; *Role of Education; *Rural Education; Rural Schools; School Community Relationship; *Small Schools; Teacher Recruitment
IDENTIFIERS- Marginality; *Reform Efforts

This collection of essays on rural education in the United States aims to fill a gap in the educational literature by highlighting the available research on rural schools and their contexts. The three sections of the book focus on the

1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Computer Literacy; Elementary Education; Individual Differences; Mathematics Achievement; Mathematics Instruction; Mathematics Teachers; *Parent Participation; Student Characteristics; *Student Interests; *Teacher Student Relationship

Hierarchical linear modeling was used to examine the effects of individual and classroom level factors on reported value of mathematics for students (n=557) in grades three, four, and six. Data for this study came from the "Childhood and Beyond" study. Results indicated that the use of computers and computer efficacy were both positively related to students' valuing of mathematics. A negative relationship was found between teachers giving parents positive feedback and students' levels of valuing math in classrooms. This is in contrast to prior studies that suggest parents' ratings of students' abilities in math are related to students' interest in math. It was determined that grade level is not a significant predictor of valuing mathematics, but that attending a middle level school has detrimental effects on students' valuing of mathematics. The results of the study suggest that teachers do make a difference and that, after controlling for various student characteristics, classroom-level variables still have important effects on students' valuing of mathematics. (SYB)

ED 382 460 SE 056 132

Schalago-Schirm, Cynthia
Does the Computer-Assisted Remedial Mathematics Program at Kearny High School Lead to Improved Scores on the N.J. Early Warning Test?
PUB DATE- Apr 95
NOTE- 42p.; Paper in partial fulfillment of the Requirements for the Masters of Arts Degree, Kean College of New Jersey. Appendix A contains small, light type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Achievement Tests; *Computer Assisted Instruction; *Computer Uses in Education; Courseware; Educational Diagnosis; Educational Technology; Grade 9; High School Freshmen; High Schools; *Mathematics Achievement; Mathematics Education; *Remedial Mathematics; Student Evaluation
IDENTIFIERS- New Jersey

Eighth-grade students in New Jersey take the Early Warning Test (EWT), which involves reading, writing, and mathematics. Students with EWT scores below the state level of competency take a remedial mathematics course that provides students with computer-assisted instruction (2 days per week) as well as regular classroom instruction (3 days per week). The study was conducted using 73 ninth-grade students enrolled in the Kearny High School remedial course. The computer instruction provided is specifically designed to help students attain proficiency on the mathematics portion of a state-mandated high school proficiency exam. The students were retested with the "New Jersey Special Edition EWT-Grade 9" after 6 months of remediation, and the sample mean score (March 1994) was compared with the sample mean score (March 1993). Results indicated a statistically significant gain but more than 50% of the sample still needed further remediation. (Contains 26 with the following content: (1) describes different types of biomonitoring; (2) provides descriptions of biomonitoring requirements in three Great Lakes states: New York, Michigan, and Wisconsin; (3) discusses polychlorinated biphenyls (PCBs) in general, and their tendency to bioaccumulate; (4) provides an assessment of how biomonitoring could be applied to the two aluminum industries in Massena, New York; and (5) summarizes and presents recommendations developed from Part IV. The appendices contain a glossary, an Environmental Protection Agency statement made on March 9, 1984 (Fed. Reg. Vol. 49, 9016-9019), and excerpts from the National Pollutant Discharge Elimination System permits for Fort Howard Corporation and the City of Detroit. Contains 30 references. (LZ)

ED 382 481 SE 056 327

Yager, Robert E.
Science/Technology/Society: A Reform Arising from Learning Theory and Constructivist Research.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Educational Change; Intermediate Grades; Junior High Schools; *Learning Theories; *Middle Schools; *Science and Society; Science Education; Science Programs; Student Surveys; *Technology
IDENTIFIERS- Iowa; Science Achievement; *Scope and Sequence; Teacher Surveys

The Iowa-Scope, Sequence, and Coordination (SS&C) Program assists schools with reform of their entire middle school programs, grades 6-8, and features the science, technology, and society (STS) instructional approach. This reform translates to the creation of new frameworks for the school program and aims to produce "constructivist" teachers to implement the reform. One such program is evaluated by examining improvements in student learning in six learning domains: concept, process, application, creativity, attitude, and world view. Teachers were surveyed to determine changes in teacher confidence, exemplary use of certain teaching procedures, and changes in teacher perceptions of various student attributes. Pre- and posttests were administered to all students of 133 SS&C teachers during 1990-93. A comparison is made between SS&C classrooms and traditional classrooms. Statistically significant advantages were observed for female students as well as average and below average students. The evaluation reveals that the program successfully responds to calls for reform and restructuring of middle school programs. (LZ)

ED 382 482 SE 056 330

How To Produce Primary Science Books. Training Course on Book Production in Asia/Pacific Report (23rd, Tokyo, Japan, November 8-27, 1990).
PUB DATE- 91
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - General (140)

Kansas in the World.
PUB DATE- May 91
NOTE- 223p.; Some materials may not copy well due to toner streaks.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Course Content; *Cross Cultural Studies; Curriculum Guides; *Economics Education; Elementary Secondary Education; *Global Approach; *Global Education; Local History; State Government; *State History; Teaching Guides
IDENTIFIERS- *Kansas

These lessons are designed to introduce students to the concept of interdependence through the many links that Kansas has with people and nations all over the world. Social, political, economic, and cultural links are explored with lessons for all grade levels. Each lesson is self-contained with objectives, materials, and procedures for student and teacher. Copy-ready worksheets accompany most lessons. The lessons are grouped around five units: (1) "Understanding Global Interdependence"; (2) "Kansas in a Global Economy"; (3) "Kansas Agriculture Helps Feed the World"; (4) "Kansas Business in a World Market"; and (5) "Your Community and the World." (EH)

ED 382 501   SO 024 827

Hakim, Joy
From Colonies to Country. A History of US. Book Three.
PUB DATE- 93
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- American Indian History; Childrens Literature; *Colonial History (United States); Constitutional History; Curriculum Enrichment; Elementary Education; *Females; Maps; *Revolutionary War (United States); Supplementary Reading Materials; Textbooks
IDENTIFIERS- Bill of Rights; *Washington (George)

This book covers U.S. history from the French and Indian War to the Constitutional Convention. The story of the United States is told in a form that is conversational and easily understandable to children. The book is divided into 41 brief chapters and an additional 5 features. A chronology of events, list of additional reading, picture credits, and an index conclude the book. Among the topics highlighted are freedom of the press, wars among the European powers for control of land in the Americas, the loyalty of the native Americans and the slave, sugar, and plantation trade. Individuals focused on include American Indians, women, and military leaders. The politics and propaganda of Colonial dissatisfaction and the Revolution are discussed. Historically well known events such as the Boston Massacre, and Paul Revere's ride are included. The waging of the war in different areas of the country is described. Chapter 22 focuses on the role of women and children in the American Revolution. The establishment of the states and the writing of their constitutions is included. The Revolutionary War is detailed from the soldiers who made up the fighting forces, to the battles, to the experiences of the populace. The final chapters are devoted to the writing of the Constitution, ideas of democracy, civil rights, and liberty,

ED 382 525 SO 025 034

Antidote: Civic Responsibility. Indiana Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 16p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Indiana; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Indiana state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 526 SO 025 035

Antidote: Civic Responsibility. Iowa Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 15p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Iowa; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Iowa state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 550 SO 025 059

Antidote: Civic Responsibility. South Dakota Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 14p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- Phi Alpha Delta Law Fraternity; *South Dakota

Designed for middle school through high school students, this unit contains eight lesson plans that focus on South Dakota state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 551 SO 025 060

Antidote: Civic Responsibility. Tennessee Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 19p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- Phi Alpha Delta Law Fraternity; *Tennessee

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Tennessee state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

Effectiveness; Program Evaluation; *Teacher Attitudes; *Teacher Competencies; Teacher Education Curriculum; Teaching Experience
IDENTIFIERS- Emporia State University KS

Elementary education majors at Emporia State University (ESU), Kansas, were subjects in a research project designed to administer, analyze, and interpret a variety of quantitative and qualitative measures of two groups. An experimental group consisted of 16 interns placed at one of two professional development schools (PDS) that ESU operates in partnership with local school districts. A control group consisted of 16 student teachers who completed the traditional teacher preparation model at ESU. Results indicated: (1) there were no significant differences in National Teacher Examination scores between PDS interns and student teachers in the control group; (2) no major significant difference was found between the two groups' responses to the Teacher Education Questionnaire, which measures beliefs about teaching, learning, and subject matter; (3) the experimental (PDS) group was significantly more positive toward inclusion of children with disabilities in mainstream classrooms; and (4) PDS graduates are better prepared for the first year of teaching than graduates from traditional student teaching experiences. The appendices include: statistical summaries of findings; "Attitudes Toward Mainstreaming Survey, ESU Adaptation"; a summary of professional development school outcomes, which focuses on competencies of PDS graduates; "Intern Feedback on the PDS Program re: Preparation for Teaching"; and "Sample Questions from the Teacher Education Questionnaire." (Contains 16 references.) (IAH)

ED 382 571   SP 035 892

Pedras, Melvin J.
Portfolio Development and Assessment in a Teacher Preparation Program.
PUB DATE- Jul 94
NOTE- 14p.; Paper presented at the International Conference on Assessing Quality in Higher Education (6th, Hong Kong, July 19-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Introductory Courses; *Portfolio Assessment; Portfolios (Background Materials); *Preservice Teacher Education; Professional Development; Reflective Teaching; Student Development; *Student Evaluation; *Student Projects; *Teacher Education Curriculum
IDENTIFIERS- *University of Idaho

Portfolio design is integrated as an early project in the teacher education curriculum at the University of Idaho. The project provides students with a first experience in gathering and organizing data for the purpose of tracking professional growth and development. It also provides faculty with an authentic assessment tool. The portfolio causes education majors to produce projects that show a knowledge of subject matter as well as knowledge of the technology of teaching. As part of an Introduction to Teaching course, the portfolio becomes the beginning of self-assessment, development of a philosophy of education, and student reflection on the profession. The portfolio assignment consists of a teaching resume, lesson plans, self-enhancement plan, educational philosophy, reflection on professional growth, and other items. The literature on the use of portfolios has revealed many purposes

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Administrators; *Black Attitudes; Black Students; *College Students; *Educational Experience; Emotional Experience; Higher Education; Interpersonal Relationship; Qualitative Research; Racial Identification; Racial Relations; Student Attitudes; *Student College Relationship

This study examined comments from a qualitative study regarding African American students' level of adjustment at predominantly white institutions. A phenomenological approach and ethnomethodology provided the framework to focus on what African American students experience and how they interpret their experiences in what they perceive as a hostile environment. Eighteen black students were interviewed between October 1991 and July 1993. Also interviewed were four administrators who worked with minority students in an academic support capacity. Analysis revealed three major themes into which students' remarks and concerns could be categorized: identity (and how it gets sorted out), social interactions, and academic interactions. Black identity was an issue for each student either on an individual or group level. Socializing with and in the African American reference group was surprising for many of the students though most students found support groups in the first two or three semesters. These support groups grew in importance as the years continued. Data indicated a tendency toward "self assessment" at some time between the second semester of the sophomore and the first semester of the junior year. (Contains 56 references.) (JB)

ED 382 111 HE 028 312

Statistical Abstract of Higher Education in North Carolina, 1994-95. Research Report 1-95.
PUB DATE- Apr 95
NOTE- 278p.; Report compiled by the Planning Division, General Administration. For the 1993-94 report, see ED 369 376.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Admission; College Faculty; College Housing; College Libraries; College Students; Community Colleges; *Degrees (Academic); *Enrollment; Enrollment Trends; *Higher Education; Private Colleges; Public Colleges; State Universities; Statistical Data; Student Costs; *Student Financial Aid; Tables (Data); Transfer Students
IDENTIFIERS- *North Carolina

This document provides a statistical account of higher education in North Carolina. It presents data from fall 1994 as well as data on trends from 1983 to 1994. The 84 tables and 17 figures presenting the data are grouped into the following sections: (1) current enrollment, (2) enrollment trends, (3) undergraduate transfers, (4) degrees conferred, (5) faculty, (6) library resources, (7) costs to students, (8) admissions, (9) student financial aid, and (10) student housing. Tables generally provide detailed data for individual institutions, grouped by institutional type (public universities, military centers, community colleges, private senior colleges and universities, private junior colleges, and seminaries/bible colleges). Figures summarize the data for the state as a whole and illustrate trends since 1983-84. Appendixes explain sources of data, definitions of terms, and intellectual discipline categorization. (DB)

Report.
SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.
PUB DATE- Apr 90
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; Campuses; *Civil Rights; College Administration; *College Environment; College Faculty; College Students; Conflict Resolution; Crime; Crime Prevention; Higher Education; Information Dissemination; Minority Groups; Opinions; Public Colleges; *Racial Relations; *Social Discrimination; Student Attitudes; Teacher Attitudes; Two Year Colleges; *Violence
IDENTIFIERS- Diversity (Faculty); Diversity (Student); Hate Crime; *Missouri

This publication reports on the bigotry and violence on Missouri's college campuses based on the perspectives of 15 persons at a community forum held March 22, 1989. Participants included representatives of federal and state government agencies, human rights organizations, law enforcement agencies, and faculty, staff, students, and administrators from two- and four-year institutions of higher education. The federal official gave information on perpetrators of hate crimes on campus and a process for conflict resolution. Community and media consultants provided views on the collection of data for properly informing and educating the public on hate crimes and anti-semitism. Law enforcement officials told the forum why and how information on hate crimes is or is not reported. Two students described their thoughts and responses on the issue of racism. Faculty, administrators and staff provided different views of bias-motivated incidents, complaints, and harassment on their campus. Some institutions mentioned the importance of immediate top level responses to bias-motivated incidents on campuses if there is to be a positive learning environment for all students. One university representative described how the university handled a campus controversy that provided an invaluable experience in racial relations though costly in time, energy and money. (JB)

ED 382 131 HE 028 332

Fair and Open Environment? Bigotry and Violence on College Campuses in California. A Summary Report.
SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.
PUB DATE- Jun 91
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; Affirmative Action; Campuses; *Civil Rights; College Administration; College Admission; *College Environment; College Faculty; College Students; Crime; Crime Prevention; Higher Education; Minority Groups; Opinions; Public Colleges; Racial Relations; School Policy; *Social Discrimination; Student Attitudes; Teacher Attitudes; *Violence
IDENTIFIERS- *California; Diversity (Faculty); Diversity (Student); Hate Crime

This is a summary report of a community forum conducted in Berkeley, California on July 18, 1989 on occurrences of bigotry and violence on college campuses in California. Twenty-five representatives of community groups, universities, federal agencies, and community organizations appeared to present their perspectives. Observations on campus climate included education under the National Qualifications Framework resulting from the Education Amendment Act (1990). An introduction, Part 1, reviews the development of the framework and identifies major objections of the Vice Chancellors' Committee including the perceived incompatibility of the framework's unit standards with the nature and aims of most university degree courses. Part 2 identifies and briefly discusses each of the following perceived problem areas in the new framework: (1) the behaviorist/reductionist definition of unit standards and their implications for course design; (2) the separation of unit standards from the course design process; (3) the registration of elements/objectives; (4) the association of performance criteria with course elements rather than with the assessment tasks that with course elements; (5) lack of recognition of research findings on the transfer of generic skills; (6) the incompatibility of the framework for integrating unit standards with the notion of excellence; (7) the disruptive effect of unit-standard methodology on the coherence and integrity of a university degree; (8) the difficulty of assigning academic units to a level in the framework; (9) the incompatibility of the framework for integrating postgraduate university programs; and (10) different philosophies on credit transfer and the recognition of prior learning. Part 3 proposes an alternative dual structure covering university and non-university qualifications and development of systems for dealing with movements between the two. (DB)

ED 382 151 HE 028 352

Shires, Michael A.
The Master Plan Revisited (Again): Prospects for Providing Access to Public Undergraduate Education in California. Draft.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Jan 95
NOTE- 147p.; Doctoral Dissertation, RAND Graduate School, California; for the 1960 Master Plan, see ED 011 193.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Access to Education; *Educational Demand; *Educational Economics; *Educational Objectives; *Educational Supply; Futures (of Society); Higher Education; Long Range Planning; *Master Plans; Models; Resource Allocation; Statewide Planning
IDENTIFIERS- *California

This study examines California's prospects for meeting the 1960 Master Plan goal of providing access to public undergraduate education to every Californian who could benefit from it in the context of the state's future demographic and fiscal environment. The study uses a dynamic simulation model to estimate the target level of education envisioned in the Master Plan and the levels likely to be attained under a range of scenarios. It finds that the state will not be able to meet even half of the target level demand overall. The study also finds that the prospects of closing this gap through increased revenues, increased fees, and increased productivity are not feasible. It concludes that the state must take two actions: (1) it must reevaluate the access goals of the Master Plan and focus on ways to maximize the return on its education investment; and (2) the three public systems should focus their resources on restructuring the way in which they deliver the education product to maximize the ability of the state to serve as many citizens as possible. (Contains 58 references.) (DB)

Instruction.
PUB DATE- 1 Mar 95
NOTE- 6p.; Paper presented at the International Conference on Technology and Education (ICTE) (12th, Orlando, FL, March 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Aids; Distance Education; Educational History; *Educational Technology; Higher Education; Information Networks; *Information Technology; *Teaching Methods; *Telecommunications; Teleconferencing
IDENTIFIERS- *Compressed Video; Nova Southeastern University FL

Distance learning involves students and faculty engaged in interactive instructional settings when they are at different locations. Compressed video is the live transmission of two-way auditory and visual signals at the same time between sites at different locations. The use of compressed video has expanded in recent years, ranging from use by the government and commercial users to post-secondary institutions and K-12 schools. Compressed video was first used at Nova Southeastern University (NSU) in the summer of 1994, and has been expanded to become a regular part of the faculty's teaching repertoire. The initial use, involving a three-site, week-long workshop at the master's level, is described in detail. Following this successful initial use, a series of classes were scheduled between sites in Florida, Arizona, and Nevada, using compressed video equipment only a few hours per week, supplemented with voice communication and electronic mail. Examples of the current use of compressed video in other academic programs at NSU are provided, and justification for the selection of a particular vendor is given. (MAS)

ED 382 171 IR 017 104

McGraw, James H., IV; Frank, Charlotte K.
Schools in the Age of Technology: Ideas for Instructional Innovation.
PUB DATE- Apr 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Awards; Case Studies; Computer Assisted Instruction; *Educational Development; Educational Environment; Educational Equipment; *Educational Technology; Elementary Secondary Education; Futures (of Society); Learning Resources Centers; Parent Participation; *Program Design; Program Implementation; Staff Development; Student Projects

This document profiles five schools that were selected as winners of the "Fifth Annual Business Week Awards for Instructional Innovation: Schools in the Age of Technology": Bailey's Elementary School for the Arts and Sciences (Falls Church, Virginia); Hunterdon Central Regional High School (Flemington, New Jersey); John Muir Elementary School (Long Beach, California); Mainland High School (Daytona Beach, Florida); and Maxwell Middle School (Tucson, Arizona). Highlights include educational equity; research and practical knowledge; a multi-disciplinary inquiry approach; staff development and technology training; program implementation; technology resource centers; computer assisted learning; educational awards and recognition;

considered in relation to changes in girls' and boys' attitudes, knowledge, and future plans while following an ICL course; the gender-linked ideas about the subject and about the students themselves which were developed during ICL lessons are also examined. The experiment was conducted in 19 lower general secondary education classes where an ICL course was taught. Results indicate that education was successful in the primary task of diminishing the differences in knowledge between girls and boys; in terms of attitudes, education was not able to remove gender differences. It was also shown that events and experiences in the classroom add to the extension of gender-specific repertoires and pupils' behavior and experiences in the classroom influence their gender identities. It is suggested that teachers should try to prevent an unintentional contribution to processes which exclude girls, or make girls exclude themselves, from certain areas of knowledge and skills. Three tables provide study results. (Contains 14 references.) (AEF)

ED 382 189   IR 017 131

Curran, Jean A.
Technology as an Academic Tool in a Rural High School.
PUB DATE- 95
NOTE- 59p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Computer Literacy; Computer Networks; *Computer Uses in Education; High Schools; Multimedia Materials; Programming; *Rural Schools; *Skill Development; *Teacher Education; Teaching Methods
IDENTIFIERS- *Technology Based Instruction; Technology Utilization

This practicum was designed to train inexperienced teachers in the basics of computer technology, multimedia, authoring, and networking. The goals were to enable teachers with access to computers in the educational setting for the first time to utilize this technology as an instructional strategy and as a management tool. Six teachers were selected, four with classroom computer mini labs, two without, to meet in six weekly sessions to participate in training. Training took place on both Macintosh and IBM platforms. Each teacher included computer technology in a unit of instruction and began to use computers for management purposes. Analysis of the resulting data showed that all objectives were achieved, and all six teachers are actively working with technology. The training sessions attracted the attention of administrators and fellow teachers who are exploring ways to begin using technology. Appendices provide technology skills inventory and evaluation of unit of instruction forms and an outline of the 6-week training program. (Contains 34 references.) (Author/AEF)

ED 382 190   IR 017 132

McCormack, Virginia
Training Preservice Teachers in Applying Computer Technology to Lesson Planning as a Component of the Elementary School Methods Curriculum.
PUB DATE- 95
NOTE- 67p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

Specialists to Librarianship and Collection Development" (Michael A. Keller); "Recruiting Non-bibliocentric Collection Builders" (Sheila S. Intner); "Collection Development in the Library and Information Science Curriculum" (Paul Metz); "Among the Disciplines: The Bibliographer in the I World" (Michael T. Ryan); "Collection Development Is More Than Selecting a Title: Educating for a Variety of Responsibilities" (Peggy Johnson); "Should Courses in Collection Development Be Combined or Separate?" (Thomas E. Nisonger); "The Practicum in Collection Development: A Debate" (Elizabeth Futas); "Training for Success: Integrating the New Bibliographer into the Library" (George J. Soete); "The Conspectus as an On-Site Training Tool" (Anthony W. Ferguson); "Training Existing Staff to Assume Collection Development Responsibilities" (D. Whitney Coe and Joseph P. Consoli); "Continuing Education for Collection Management and Development: Professional and Survival Imperatives" (Gay N. Dannelly); "Collection Development in the Year 2025" (F. W. Lancaster). There is a 56-item selected bibliography and information on the contributors. (MAS)

ED 382 209 IR 055 490

Books for the Teen Age, 1995.
PUB DATE- 95
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Novels; Public Libraries; *Reading Materials; Short Stories
IDENTIFIERS- *New York Public Library

Published yearly and based on requests by adolescents, this document provides a list of approximately 1,250 books in the New York Library for teenagers; each source is followed by a brief description. New titles for 1995 are marked with an asterisk. Some of the subjects covered under five broad divisions (the creative spirit, science, here/now, one world, and action and adventure) are: humor, science fiction and fantasy, drama, dance, art and architecture, music, mystery and suspense, horror, poetry, film, photography and video, historical fiction, novels and short stories, science in general, archaeology, astronomy, biology, chemistry, mathematics, computers, crime and justice, drugs, overcoming odds, war and peace, world history and social studies, crafts and games, and sports. An index of titles is included. (Author/AEF)

ED 382 210 IR 055 491

Martin, Murray S.
Collection Development and Finance: A Guide to Strategic Library-Materials Budgeting. Frontiers of Access to Library Materials: No. 2.
PUB DATE- 95
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Libraries; Accounting; *Budgeting; *Budgets; *Library Administration; Library Expenditures; Library Material Selection; *Library Planning; Public

(1) the need to project enrollment growth by sector and program; (2) the need for complementary program content; (3) the effects of the geographic distribution of programs on their articulation; and (4) the needs for and limits of articulation in the development of vocational training as a continuous process. Appendixes provide information on the number of vocational programs offered at the postsecondary level, equivalent European programs, and secondary program changes. Contains 35 references. (AC)

ED 382 228   JC 930 300

Les programmes revises: Amenagement forestier, interpretation theatrale. Avis a la ministre de l'Enseignement superieur et de la Science (Revised Programs: Forest Management, Theater Arts. Advisory to the Minister of Higher Education and Science).
PUB DATE- Jan 92
NOTE- 31p.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acting; Community Colleges; Curriculum Design; *Curriculum Development; *Curriculum Problems; *Dramatics; Foreign Countries; *Forestry; Forestry Occupations; Higher Education; Majors (Students); *Program Validation; Public Colleges; Statewide Planning; *Theater Arts; Two Year Colleges
IDENTIFIERS- *Conseil des Colleges PQ

This two-part report contains an analyses conducted by the Council of Colleges, in Quebec, of proposed revisions to programs in Forestry Management and Theater Arts offered by the province's public colleges. First, the report considers existing and proposed forestry programs in terms of their relationship to the current practices in the forestry field; general characteristics of the revised program, including health and safety components; articulation with secondary training; and the implementation of the program. This section indicates that in 1990 three Colleges d'Enseignement Generale et Professionale (CEGEP's) offered Forestry Development programs, and another three offered Forestry Management programs enrolling a total of 350 students. Substantial judicial, economic, and industrial changes in the forestry industry, as well as changes in public attitudes toward the environment created an opportunity for the CEGEP's forestry programs to be revised and combined. The second section of the report presents the Council of Colleges' advice concerning the credibility and value of two proposed college theater arts programs designed to train theater professionals. First, the distinctions between the two programs are noted, indicating that one program is designed to prepare students to competently enter the field of acting, while the other provides specialized training in specific areas of theater. The remainder of the section considers the content of the existing and proposed programs, the relationship between specialized and general education courses, and the links between vocational training and cultural diversity. Lists of program objectives for the two theater arts programs are appended. (AC)

ED 382 229   JC 940 536

Gilpin, Bernadine
Identifying the Hidden Handicaps of the (OTA) Older-Than-Average Student.
PUB DATE- Jan 90

and commercial products; (5) notes on the data sources; and (6) five appendixes, including the Report of the Advanced Technological Education (ATE) Leadership Workshop, History of the ATE program, FY94 awards to two-year colleges by state, Technology Reinvestment Project Awards to two-year colleges, and a map of FY94 awards to two-year colleges. (MAB)

ED 382 246　　　　JC 950 226

Educational Plant Survey: Hillsborough Community College, May 2-5, 1995.
PUB DATE- May 95
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); College Housing; *College Planning; Community Colleges; Construction Costs; Construction Needs; *Educational Facilities; Educational Facilities Design; *Educational Facilities Planning; Educational Finance; Enrollment; Enrollment Projections; Expenditure per Student; *Facility Inventory; Long Range Planning; School Space; School Surveys; Space Utilization; Tables (Data); Two Year Colleges
IDENTIFIERS- Hillsborough Community College FL

Pursuant to Florida educational legislation, this report presents findings of an educational plant survey conducted in May 1995 at Hillsborough Community College (HCC). The report is designed to aid the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and ancillary services of the college for the ensuing 5-year period. Sections 1, 2, and 3 provide background information on the plant survey team, procedural policies, the cooperative process used in conducting plant surveys, and the scheduling and statutory foundations of plant surveys in the Florida community college system. Section 4 presents a historical overview of HCC, including its major purposes, goals, and policies as they relate to the capital improvement program. Section 5 analyzes the student population and projected enrollment for the 5-year period, while section 6 highlights the program, service, and facility needs of HCC. Section 7 provides an inventory of existing sites and facilities, including a table of existing satisfactory student stations and space by facility, and a discussion of instructional and auxiliary facilities. Section 8 provides a plan for housing programs, students, and services, and section 9 features an analysis of capital outlay finances, including revenue sources for capital outlay. The final section offers recommendations for specific construction, remodeling, and renovating plans, as well as data on site acquisition, development, and improvement needs and costs for each campus, totaling an estimated $109,905,699 collegewide. (MAB)

ED 382 247　　　　JC 950 227

Clark, Jay B.
Strategic Goals of the Library, San Jacinto College Central, 1996-1999.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(150)
DESCRIPTORS- Academic Advising; Community Colleges; Computer Software; *Computer Uses in Education; Electronic Mail; *Faculty Advisers; *Outcomes of Education; Program Effectiveness; Program Improvement; *School Holding Power; *School Orientation; Two Year Colleges
IDENTIFIERS- Coffeyville Community College KS

In an effort to retain students, improve advisement, and encourage computer usage at Coffeyville Community College (CCC), in Kansas, the SELECT Advisor program was instituted in the summer of 1993. A $1,000 grant was awarded to six faculty members to become Master Advisors, which involved attending a summer workshop, helping with student orientations, teaching one section of college orientation, mentoring 10 at-risk students, and participating in the Early Academic Warning System (EAWS). EAWS is a daily reporting system, accessed through electronic mail, that allows instructors to issue warnings regarding low test scores, homework not turned in, absences, or unsatisfactory work to students, their advisors, the Dean of Students, and other campus administrators. To evaluate the effectiveness of the SELECT program, 80 at-risk students were chosen in fall 1993 to participate in a special pilot program. Halfway through the term, only seven SELECT advisees had dropped out and only two had grade point averages below 2.5. Further, a September 1994 retention report on all fall 1993 freshmen indicated that the at-risk students in the SELECT program had a 73% retention rate, compared to a 70% retention rate for students enrolled in orientation classes and a 42% retention rate for students not enrolled in orientation classes. In 1994, 73 students participated in the program and achieved a spring 1995 retention rate of 86%. (Appendixes include college orientation activities, samples of computer advisement programs, and a list of Master Advisors for 1993-95.) (KP)

ED 382 265 JC 950 248

Arena, Francesco; And Others
The Social Sciences Program. Specific Guide to the Evaluation of Programs of Studies.
PUB DATE- Mar 95
NOTE- 67p.; Original document is in French.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Community Colleges; Curriculum Evaluation; *Educational Improvement; *Evaluation Criteria; Faculty Evaluation; Program Effectiveness; *Program Improvement; *Self Evaluation (Groups); *Social Sciences; Teaching Methods; Two Year Colleges

This guide is designed to support the self-evaluation procedures of public colleges in Quebec, Canada, offering a Social Sciences program. First, the guide presents evaluation topics for the revised Social Sciences program and proposed evaluation criteria and sub-criteria. Areas to be evaluated are listed under the headings "program coherence," "student population characteristics and academic supervision," "human resources," "program effectiveness and academic success," and "program management." For each heading, a link is established between the points to be evaluated and the evaluation criterion and subcriteria to be used. The second part of the guide describes and English 330 (67% versus 88%). AFFIRM students did outperform non-Affirm students in Chemistry 15 (40% versus 33%) and Guidance 95 (59% versus 50%). In addition, over 8 semesters the total success rate for AFFIRM students in English 330 was 61%, compared to 45% for other English 330 African-American students. (MAB)

ED 382 283 JC 950 269

Kangas, Jon
ENLACE Success Rates Compared to Success Rates of Other Chicano/Latino Students in the Same Courses, Spring 1994. Research Report #861.
PUB DATE- Nov 94
NOTE- 12p.; For the fall 1993 report, see JC 950 267.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Community Colleges; Counseling Services; *Developmental Studies Programs; *Hispanic Americans; Mentors; *Remedial Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- Chicanos; *Enlace Project CA; Evergreen Valley College CA; *Hispanic American Students; Latinos; San Jose City College CA

The mission of the ENLACE Program at Evergreen Valley College and San Jose City College is to increase the educational success, retention, and transfer rates of Chicano/Latino students. Now in its 10th year, ENLACE is an academic program emphasizing the successful completion of the cognitive core areas of general/transfer education and provides a combination of instruction, counseling, and mentoring. In spring 1994, ENLACE served 169 students, offering sections in ENGL 330 (two levels below Transfer Composition); ENGL 104 (one level below Transfer Composition); ENGL 1A (Transfer Composition); Guidance 137 (Special Topics) and Natural Science 10A. Outcomes for ENLACE students, defining success as the receipt of an A, B, C, or credit grade, included the following: (1) the ENLACE students had a 70% overall success rate, compared to 55% for the 414 other Chicano/Latino students in the same courses and 58% for all Chicano/Latino students taking the courses from 1989-91; (2) ENLACE ENGL 1A students had a success rate of 79%, compared to 47% for all other Chicano/Latino students in ENGL 1A and 68% for Chicano/Latino ENGL 1A students from 1989-91; (3) students in two ENLACE ENGL 104 classes had a combined success rate of 79%, compared to 65% for other Chicano/Latino students in ENGL 104 and 60% for the 1989-91 students; and (4) the success rates of ENLACE students over 9 semesters has been consistently higher than the non-ENLACE students and the 1989-91 Chicano/Latino students. (MAB)

ED 382 284 JC 950 270

Kangas, Jon
AFFIRM Success Rates Compared to Success Rates of Other African-American Students in the Same Courses, Spring 1994. Research Report #862.
PUB DATE- Jul 94
NOTE- 15p.; For the fall 1993 report, see JC 950 268.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Black Students; Community Colleges; Comparative Analysis; Counseling Services;

introduction (Day, Goffin) on the context in which the nurturing and pedagogical demands of early childhood education coexist, the essays are: (1) "Facilitating the Distinctive Role of Infant and Toddler Teachers" (Rowe and others); (2) "Defining Competence as Readiness To Learn (Kramer); (3) "Preparing Early Childhood Educators for Constructivist Teaching" (Olson); (4) "'You Might As Well Go on Home,'" on a teacher's increasing self-confidence (Albarado); (5) "The Competence of Entry-Level Early Childhood Teachers" (Bredekamp); (6) "New, with Something More To Learn: Comments on the Skills Necessary for Entry into an Early Childhood Classroom as a Competent Teacher" (Daniel); (7) "Listening to Teachers To Improve the Profession" (Schultz); (8) "Moving Beyond an Initial Level of Competence as an Infant Teacher" (Hamilton); (9) "Preparing Early Childhood Teachers for Careers in Learning" (VanArsdell); (10) "Deepening Teacher Competence through Skills of Observation" (Martin); (11) "Preserving Commitment to Teaching and Learning" (Tull); (12) "Developmental Stages in the Lives of Early Childhood Educators" (Berliner); (13) "Knowledge of Child Development and the Competence of Developing Teachers" (Katz); (14) "Reflections on the Growth and Development of Teachers in Early Childhood Education" (Sobol); (15) "Preparing Tomorrow's Inventors" (Fein); (16) "The Value of Developmentally Appropriate Practice for All Children" (Hutchison); (17) "Viewed through a Prism: The Multifaceted Enterprise of Early Childhood in Higher Education" (Fernie, Kantor); (18) "Accomplishing My Work as a Teacher Educator" (Yonemura); (19) "Early Childhood Teacher Educators in the Context of Professional Change" (Isenberg, Raines); (20) "Reflections of an Early Childhood Teacher Educator In-the-Making" (Wilson); (21) "'Women's Work,'" on how the female perspective shapes early childhood education and reform (Lubeck); (22) "Thoughts on Educating Teachers" (Bowman); and (23) "Moving Toward a Vision of Early Childhood Education" (Rosegrant). An epilogue discusses generating new perspectives in early childhood teacher education. (HTH)

ED 382 302 PS 022 868

Steinschneider, Janice; And Others
Making the Grade for Care: Ranking State Child and Dependent Care Tax Provisions.
PUB DATE- Apr 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Rearing; *Children; Day Care; Dependents; Early Childhood Education; *Expenditures; State Regulation; *Tax Deductions; *Taxes; Tax Rates
IDENTIFIERS- *Dependent Care Tax Credit

This report card grades state child care tax provisions in effect for tax year 1993. States are rated according to a point system based on criteria identified in the National Women's Law Center's companion report, "Making Care Less Taxing: Improving State Child and Dependent Care Tax Provisions," which provides an overview of state child and dependent care (CADC) tax provisions and describes the best policies for states to adopt when designing such provisions. The higher the grade, the closer a state is to meeting the best policies for a CADC tax provision. Each state having a personal income tax, except Rhode Island and Vermont, is included. The grades are compiled

"Introducing Type into an Organization." An appendix contains "Introduction to Type" by Isabel Briggs Myers. (TJQ)

ED 382 321 PS 023 079

Stanberry, Anne M.
Communication: Helping Families Adapt to Developmental Changes.
PUB DATE- 16 Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Southern Early Childhood Association (45th, New Orleans, LA, April 11-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; Child Behavior; Family Environment; Family Influence; *Family Relationship; *Interpersonal Communication; Models; *Parent Child Relationship; *Systems Approach
IDENTIFIERS- Parenting Styles

This paper discusses family systems theory and advances a communicative model of family functioning that is process orientated and encourages children to develop self-control. Family systems theory postulates that each member of a family has an impact on the behaviors of other family members, and that children's behavior is influenced by their developmental history, interactions with people, living conditions, and the values, attitudes, and beliefs of their family of origin and society. The communicative model postulates that when a functional family is faced with new information, the family works with it, makes appropriate changes based on an exchange of ideas, and brings the changes back into the family environment. (Contains 15 references.) (MDM)

ED 382 322 PS 023 080

Stanberry, J. Phillip; Stanberry, Anne M.
Fostering Parental Autonomy: An Aid to Effective Parenting.
PUB DATE- 26 Mar 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Southern Early Childhood Association (45th, New Orleans, LA, April 11-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Adult Children; Adult Education; *Mothers; Parent Attitudes; *Parent Child Relationship; *Parent Education; Parenting Skills; *Personal Autonomy; Self Concept; *Self Esteem
IDENTIFIERS- Intergenerational Conflict

This study examined the feelings of confidence in parenting among 13 women enrolled in a parent education program in rural Mississippi which emphasized academic skills and personal growth. It was hypothesized that there would be a significant correlation between parents' feelings of self-differentiation and confidence as parents. Based on several measures of parental functioning and confidence, the study found a high level of intimacy between the women and their parents. It also found that the more the woman felt intimidated by her parents, the less approachable she was and the less she allowed her children to express their emotions. In addition, the more intergenerational intimidation she felt from her family of origin, the less able she was to help her child develop a because the concept of childhood varies across cultures and classes, definitions of developmental outcomes need to take into account cultural and class variables. The second section examines two examples of environmental conditions that threaten children's development, poverty and prejudice, and explains how both situations involve complex systems of adverse circumstances that tend to be chronic and that interact in a multiplicative fashion with respect to negative effects on children's development. The third section summarizes briefly the characteristics of a general model for planning and analyzing the results of interventions on children's behalf, recommending that interventions: (1) be child-centered; (2) be culturally sensitive; (3) be multi-faceted to combat multiple affiliations; (4) support families, improve health care and school, and enhance neighborhood conditions; and (5) demolish societal barriers to child development. An afterword examines the implications of the findings for future program development. Contains 90 references. (AP)

ED 382 343 PS 023 168

Jones, Elizabeth; Nimmo, John
Emergent Curriculum.
PUB DATE- 94
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Design; Curriculum Development; *Early Childhood Education; Parent Participation; *Student Centered Curriculum; *Teacher Role; Teacher Student Relationship; Thematic Approach
IDENTIFIERS- *Emergent Curriculum

Emergent curriculum in early childhood education refers to the process of using the spontaneity generated in the daily life of the children and adults in the program, along with teacher planning, to develop the curriculum. This book presents a story about a year in the life of a fictional child care center as a context for the discussion of emergent curriculum in 22 chapters arranged to cover events sequentially throughout the school year. Chapter 1 introduces the fictional child care setting. Chapters 2 through 21 alternately provide staff meeting topics, ideas, and examples of guided discussions; and ideas and discussions of class activities, field trips, and visits to various sites. Chapter 22, "Epilogue: Talking It Over," contains reflections on the activities and learning during the year by staff and students. Contains a section of notes for each chapter and 23 suggestions for further reading. (DR)

ED 382 344 PS 023 170

Slabaugh, Janyne
A Team Strategy To Guide Parents by Clarifying Roles and Responsibilities of Parent Cooperative Preschool Team Members.
PUB DATE- 94
NOTE- 132p.; M.S. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Education; Parent Participation;

Start

This report discusses the services disadvantaged children need to prepare for school, the extent to which they receive these services from early childhood centers (defined as providing child development, parent, and health and nutrition services), and the reasons early childhood centers may not deliver all the services these children need. Chapter 1 describes the objectives, scope and methodology of the study and the funding of early childhood programs by federal and state governments. Chapter 2 discusses the full range of services needed to prepare children for school: developmentally appropriate, high quality services; parent services and health care and nutrition services. Chapter 3 presents two reasons why most disadvantaged children do not receive these services: they do not attend early childhood centers, and, if they do attend early childhood programs, the centers that they attend may provide only limited services. The limited number of places available in the centers, limited subsidies, and narrow program missions are discussed in chapter 4 as barriers which impede centers' efforts to provide services to disadvantaged children. The last chapter suggests changes required in the areas of funding and program missions so that the first national education goal, "by the year 2000, all children will enter school ready to learn" can be met. This report contains seven appendices including: description of selected federal programs that provide early childhood services; case studies of early childhood programs in four states; technical description of national data analyses; standards that apply to early childhood centers; and Department of Education comments. (BAC)

ED 382 364 PS 023 237

Davis, Sydney, Ed.
Partners at School: A Handbook on How To Involve Indian and Metis Parents in School Activities.
PUB DATE- 88
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Canada Natives; Cultural Awareness; Cultural Differences; Educational Attitudes; Elementary Secondary Education; Foreign Countries; *Metis (People); Parent Associations; Parent Attitudes; *Parent Participation; *Parent School Relationship; *Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Saskatchewan

This handbook provides activities and methods that educators can use to encourage Indian and Metis parents to become more involved in the education of their children and in the provincial school system as a whole. Chapter 1 includes exercises and quizzes to help teachers understand their own views on cultural awareness, racism, and values. Chapter 2 contains exercises to stimulate teacher thinking on the purpose, nature, and goals of parental involvement, especially in regard to Indian and Metis parents. Chapter 3 focuses on some of the questions and concerns of many Indian and Metis parents in regard to participation in school activities. Chapter 4 offers suggestions and guidelines to school administrators for implementing policies regarding parental involvement in school divisions (districts). An appendix techniques that make Japanese schools both caring and challenging. The introductory chapter notes that, like their Japanese counterparts, American teachers see friendship and belonging as central to children's growth, but that the American school system is not designed with these goals in mind. This chapter also describes observation techniques, and a reinterpretation of the roots of Japanese educational achievement, noting some of the shortcomings of Japanese education. Chapters in the book are as follows: (1) "A Brief Background on Japan's Educational System"; (2) "The Preschool Experience: Play, Community, Reflection"; (3) "The Whole Child Goes to Elementary School"; (4) "The Small Group: A Home Base for Children"; (5) "The Roots of Discipline: Community and Commitment"; (6) "Discipline: How Peers and Teachers Manage Misbehavior"; (7) "Learning and Caring"; (8) "What Is a Successful School?"; and (9) "Summary: Questions to Ask Ourselves." Characteristics of the preschools studied are appended. Contains 169 references. (HTH)

ED 382 384   PS 023 279

Slaby, Ronald G.; And Others
Early Violence Prevention: Tools for Teachers of Young Children.
PUB DATE- 95
NOTE- 207p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Aggression; Assertiveness; Behavior Change; Behavior Patterns; *Change Strategies; Classroom Environment; Conflict Resolution; Early Childhood Education; Early Intervention; Instructional Materials; *Mass Media Effects; *Peer Relationship; *Problem Solving; Teacher Response; Teacher Student Relationship; Violence; *Young Children

Based on the latest knowledge about early violence prevention and effective teaching strategies, this book describes practical ways for early childhood educators to handle children's aggression and shows how to help children become assertive, nonviolent problem solvers. The book's repertoire of proven approaches includes teaching children how to stand up to aggressors in nonviolent but effective ways, controlling the effects of media violence, teaching social problem-solving skills, and enhancing perspective taking and empathy. The book presents a strong case for dealing quickly and firmly with any incidents of violent behavior and for systematically helping children change aggressive behavior patterns. The 14 chapters of the book are: (1) "Applying What Works"; (2) "Addressing Violence in Real Life"; (3) "Designing the Physical and Programmatic Environment"; (4) "Selecting Materials"; (5) "Structuring Cooperative Activities"; (6) "Responding in Effective Ways"; (7) "Helping Children with Aggressive Behavior Patterns"; (8) "Fostering Social Problem-Solving Skills"; (9) "Encouraging Voluntary Sharing"; (10) "Teaching Assertiveness Skills"; (11) "Enhancing Perspective Taking and Empathy"; (12) "Providing Role Models"; (13) "Controlling Media Affects"; and (14) "Getting Started." Approximately 264 references are included. Also included is a list of additional resources in the areas of curriculum and activities; books and materials for adults; reports and surveys; organizations and community resources; and books and materials for children. (HTH)

PUB DATE- Feb 95
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; *Early Childhood Education; Economic Factors; Educational Planning; *Educational Policy; Educational Quality; Family Programs; Health Services; Integrated Services; Juvenile Justice; Public Policy; School Age Day Care; Social Change; *State Action; *State Legislation
IDENTIFIERS- Family Support; Welfare Reform

Recognizing the broad social and economic implications of child care and early childhood policies, more state legislatures are taking a leadership role in developing early childhood programs. This book presents an in-depth look at how state legislatures are applying the lessons of early childhood research to a broad range of state legislative jurisdictions. Also it creates a framework for considering early care and education within the context of education, economic development, human services, public health, program regulation, and juvenile justice legislative jurisdictions. Separate chapters present the latest relevant program research and outline the range of state legislation related to each of these policy areas. The chapters are: (1) "The Role of Early Childhood Care and Education in State Public Policy"; (2) "Economic and Labor implications of Early Childhood Care and Education"; (3) "The Implications of Early Childhood Services and School-Age Child Care for Public Education"; (4) "The Implications of Early Childhood Services for Juvenile Justice"; (5) "The Role of Early Childhood Care in Health Policy"; (6) "Child Care Regulations and Quality of Care"; (7) "Early Childhood Services and Welfare Reform"; and (8) "Early Care and Family Support." The book also encourages further cross-jurisdictional consideration of early care and education policies across all these boundaries. This approach is discussed in more depth in the chapter on family support initiatives. Each chapter contains extensive notes. A list of additional resources is appended. (HTH)

ED 382 405 PS 023 318

Rogers, Marilyn R.
Increasing Prevention of School Failure by Early Intervention for School Success of At-Risk Students Kindergarten through Grade Three.
PUB DATE- 93
NOTE- 182p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; After School Programs; *High Risk Students; *Intervention; *Language Arts; Parent Participation; Parent Workshops; Practicums; *Primary Education; Program Effectiveness; Spanish Speaking; *Student Improvement
IDENTIFIERS- Developmentally Appropriate Programs

A practicum project implemented a developmentally appropriate intervention to increase school success for at-risk children in kindergarten through grade 3. Two corollary aims of the project were to determine the causes of at-risk status before retention or school failure occurs, and to involve parents in their children's educational process. An extended-day early

Chief Thomas also discusses the Thanksgiving Address, a central prayer in the Longhouse religion used to open and close civil and religious meetings. The guide includes discussions by Peter Jemison concerning Jikonsaseh, the Peacemaker's ally and first Clan Mother in the Great Law of Peace; by Audrey Shenandoah, a contemporary Clan Mother at Onondaga, who discusses the leadership role of women; and by Tom Porter, a Mohawk Chief, who discusses qualities of a Council Chief. Includes a list of additional resources, student learning activities, and suggested readings. (LP)

ED 382 422   RC 020 065

Kidwell, Clara Sue
Choctaws and Missionaries in Mississippi, 1818-1918.
PUB DATE- 95
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; American Indian Culture; American Indian Education; *American Indian History; American Indians; *Christianity; Cultural Maintenance; Federal Indian Relationship; Federal Legislation; *Mississippi Band of Choctaw (Tribe); *Tribal Sovereignty
IDENTIFIERS- *Missionaries; Mission Schools; Mississippi

This book relates the history of the Choctaw Nation before and after the Indian Removal Act of 1830, which forced some Mississippi Choctaw to flee to Oklahoma. Some Choctaws nonetheless chose to remain in Mississippi, and today the tribe occupies eight reservation communities scattered throughout that state. The book constitutes a case study of the effects of federal Indian policy on Indian tribes in the Southeast and of the cultural survival of one tribe. In the early 1800s, the government sent Christian missionaries to work among Indians. The missionaries soon found that they themselves were subject to the aspirations of Choctaw leaders, who demanded that they teach Choctaw children to read, write, and do mathematics. Choctaw leaders saw missionaries as a means of gaining an education in the White man's way so that they could learn to deal with the forces infringing on their lives. Choctaws, like other Indians, adopted Christianity; by the early 19th century there were churches and schools throughout the Choctaw Nation. Although Choctaws tried to adapt to the new religion and to a market economy, they were driven from their land base in 1830 and were moved west. About 5,000 ancestors of the current Mississippi Band remained in the East. In the late 1800s missionaries arrived once more, this time drawn by pity over the desperate economic plight of landless people. Schools and churches returned to Choctaw communities, and missionary advocacy helped the Choctaw tribe gain federal recognition and the beginnings of a reservation in 1918. Thus the role of missionaries and Christianity moved full circle in shaping the lives of the Choctaw people. Includes photographs, maps, an index, and an extensive bibliography. (LP)

ED 382 423   RC 020 066

Voget, Fred W.; Mee, Mary K.
They Call Me Agnes: A Crow Narrative Based on the Life of Agnes Yellowtail Deernose.
PUB DATE- 95
NOTE- 252p.

historical, social, political, and economic contexts of rural education; topics of practical interest for rural practitioners; and the future of American rural schooling. The chapters are: (1) "Historical Scholarship in Nineteenth Century Rural Education" (Paul Theobald); (2) "Adult Education and Rural America: An Analysis of Selected Topics and Sources" (Harvey G. Neufeldt, James E. Akenson); (3) "The Rural Education Dilemma As Part of the Rural Dilemma: Rural Education and Economics" (Craig Howley); (4) "Identifying, Recruiting, Selecting, Inducting, and Supervising Rural Teachers" (Dwight Hare); (5) "The Organization and Reorganization of Small Rural Schools" (David H. Monk); (6) "Technological Delivery Systems and Applications for K-12 Instruction in Rural Schools" (Bruce O. Barker); (7) "Meeting the Needs of Special Student Populations in Rural Locales" (Terry R. Berkeley, Barbara L. Ludlow); (8) "Equality of Educational Opportunity in Rural America" (Margaret S. Phelps, George Allen Prock); (9) "Resources in Rural Education" (Teri A. Lipinski); (10) "A Proposed Federal and State Policy Agenda for Rural Education in the Decade of the 1990s" (E. Robert Stephens, Willis J. Perry); (11) "Rural Grassroots School Organizations: Their Agendas for Education" (Paul Nachtigal); and (12) "Why Reform Doesn't Apply: Creating a New Story about Education in Rural America" (Toni Haas). Contains an index. (SV)

ED 382 439   RC 020 125

Obermiller, Phillip J., Ed.; Philliber, William W., Ed.
Appalachia in an International Context: Cross-National
  Comparisons of Developing Regions.
PUB DATE- 94
NOTE- 258p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Community Change; Community Development;
  Comparative Analysis; *Economic Development; *Educational
  Attainment; Elementary Secondary Education; Employment; Labor
  Force Development; Migration; Postsecondary Education; *Poverty
  Areas; *Regional Characteristics
IDENTIFIERS- *Appalachia; *Cross National Studies; Marginality;
  Regionalism

This book contains 11 essays that compare economic and social conditions in Appalachia to those in rural regions of other countries. These rural, frequently mountainous, regions suffer similar economic problems due to their peripheral position in the national economies of their countries. Among the topics of particular educational interest are the interrelationships among unemployment, educational attainment, and capital investment in education; women's participation in the labor force; the ambiguous role of well-educated credentialed newcomers in community development efforts; job training; adolescents' educational and occupational aspirations and mental health; and regional inequalities in educational attainment and income. Chapters are: (1) "Introduction: Appalachia and the Study of Regionalism" (William W. Philliber); (2) "The Future of the Welfare State: The Case of Appalachia" (Richard A. Couto); (3) "Place for Sale: Repopulation and Change in an Appalachian and a Highland Scottish Community" (John B. Stephenson); (4) "The Reconstruction of Wales and Appalachia: Development and Regional Identity" (Graham Day); (5) "The British Coalminers' Strike, 1984-1985: Class and Regional Inequality in Post-Industrial Economies" (Richard A. Couto); (6) "Local references.) (MLB)

ED 382 461 SE 056 144

Weiss, Iris R.
A Profile of Science and Mathematics Education in the United States: 1993.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Resources; Elementary School Teachers; Elementary Secondary Education; Mathematics Education; *Mathematics Teachers; Science Education; *Science Teachers; Secondary School Teachers; *Standards; Surveys; Teaching Methods
IDENTIFIERS- *Pedagogical Content Knowledge; *Subject Content Knowledge

The 1993 National Survey of Science and Mathematics Education, which involved approximately 6,000 teachers in grades 1-12, was designed to provide up-to-date information and to identify trends in the areas of teacher background and experience, curriculum and instruction, and the availability and use of instructional resources. Some questions addressed were: (1) How well prepared are science and mathematics teachers in terms of both content and pedagogy; (2) To what extent do teachers support reform notions embodied in the National Council of Teachers of Mathematics (NCTM) Standards and the National Science Education Standards; (3) What are teachers trying to accomplish in their science and mathematics instruction and what activities do they use to meet these objectives; and (4) What are the barriers to effective and equitable science and mathematics education? Data from the survey indicate: (a) science and mathematics education is moving closer to current reform ideas in some areas; (b) lack of content preparation appears to be a major barrier for elementary teachers; (c) the use of hands-on activities has increased, especially in elementary mathematics; (d) inadequate facilities and equipment and lack of money to purchase consumable supplies continue to be barriers; and (e) the goal of quality education for "all" students is far from becoming a reality. (Contains 11 references.) (MKR)

ED 382 462 SE 056 145

Undergraduate Course and Curriculum Development Program and Calculus and the Bridge to Calculus Program: 1993 Awards.
PUB DATE- 94
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Demonstration Programs; *Engineering Education; *Federal Aid; Higher Education; *Mathematics Instruction; Science Education; *Science Instruction; *Technology Education; *Undergraduate Study
IDENTIFIERS- *National Science Foundation; *Reform Efforts

The Undergraduate Course and Curriculum Development Program of the National Science Foundation supports the development of courses in all disciplines to improve the quality of undergraduate courses and curricula in science, mathematics, engineering, and technology. The purpose of the program in Curriculum Development in Mathematics: Calculus and the Bridge

DESCRIPTORS- Books; Elementary Education; Foreign Countries; Instructional Materials; *Production Techniques; *Science Curriculum; Science Education; *Science Materials; *Training

IDENTIFIERS- Asia Pacific Region; Japan

This report is designed as a guide for the production of science books for primary children. Section I contains presentations on the topic of how to produce primary science books, including: an essay on the development of physics theories, the roles of science books, editing science textbooks for primary schools, editing photographic science books and Kamishibai, science experiment kits and teaching aids of Gakken, editing scientific picture books, and the results of a workshop on producing science books. Section II covers problems and solutions that have been identified in Asian and Pacific countries. Section III examines the present situation of science books for children and action plans to develop science book publishing in Asia and the Pacific. The appendices contain general information: a list of participants, lecturers, and secretariat members; and information on the Japanese Children's Science Book Centre in the Suginami Ward Central Library, and the Wakaba Science Club. (LZ)

ED 382 483 SE 056 333

Makuch, Joe

Nonpoint-Source Pollution Issues. January 1990-November 1994. QB 95-01. Quick Bibliography Series.

PUB DATE- Jan 95

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Agricultural Production; Environmental Education; Forestry; Groundwater; Models; Policy; Urban Areas; *Water Pollution; *Water Quality

IDENTIFIERS- Conservation Farming; Environmental Impact; Natural Resources Management; *Nonpoint Source Pollution; Surface Water; Watersheds

Citations in this bibliography are intended to be a substantial resource for recent investigations (January 1990-November 1994) on nonpoint source pollution and were obtained from a search of the National Agriculture Library's AGRICOLA database. The 196 citations are indexed by author and subject. A representation of the search strategy is included. Citations range in topic and include nonpoint sources, point sources, water quality management, agricultural pollution, water pollution, sources, agricultural production, urban runoff, groundwater, surface water, policy, models, environmental impact, sustainable agriculture, forest management, watershed management, pesticides, nutrients, land use, wetlands, information systems, tillage, erosion, and runoff. Abstracts are provided for some, but not all, entries. Entries include National Agriculture Library call numbers, title, author, publisher or distributor, language, descriptors, and abstract. (LZ)

ED 382 484 SE 056 336

Jorgensen, Eric L.

Agriculture and Environmental Education: A Resource Guide for Nonformal Education Programs.

PUB DATE- Sep 93

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

and the personalities of those who took part in the debate and writing of the Constitution, and the formation of the United States. (DK)

ED 382 502   SO 024 835

Mullen, T. Patrick
Feature the "Story" in History: The Use of Children's Literature as Text in an Elementary Social Studies/Humanities Methods Course.
PUB DATE- 94
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Phoenix, AZ, November 19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Literature; Elementary Education; *History; *Humanities; Integrated Activities; *Interdisciplinary Approach; Reading Materials; Teaching Methods; *Thematic Approach; Unified Studies Curriculum; *Writing Across the Curriculum
IDENTIFIERS- Trade Books

This brief position paper describes the integration of children's literature into the social studies/humanities methods course for elementary school teachers at California State University (Rialto). The course is built around a thematic unit approach and reading and writing across the curriculum in order to give future teachers a model in preparation for teaching to meet state curriculum guidelines. Titles of books appropriate for each grade level, to address California history, and to make the bilingual connection are listed. Various teaching strategies also are described, such as "Book Talks" for thematic units, silent reading programs, and story telling. (EH)

ED 382 503   SO 024 855

VanSledright, Bruce A.
Historian as High School History Teacher: A Case Study. Draft.
PUB DATE- Nov 94
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Phoenix, AZ, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Classroom Research; Educational Practices; Educational Research; *Educational Trends; *Ethnography; High Schools; *History; History Instruction; Interviews; Qualitative Research; Secondary School Teachers; Social Studies
IDENTIFIERS- *Historians

This case study of an historian high school history teacher is an account of how differing views of the nature of history and historical knowledge influenced the teacher's teaching practice. The two discourse communities the teacher belonged to, that of the university where the degree was granted and that of the school community in which the teaching took place had distinct but interconnected and overlapping potential tensions for the teacher. The paper attempts to analyze the nature of the tensions resulting from the two groups and to explain how the teacher resolved them. The tensions are then tied to contemporary issues of reform in history education, the application of the new national history standards, and the

ED 382 527 SO 025 036

Antidote: Civic Responsibility. Kansas Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 15p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; State Legislation
IDENTIFIERS- *Kansas; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Kansas state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 528 SO 025 037

Antidote: Civic Responsibility. Louisiana Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 18p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Louisiana; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Louisiana state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 552 SO 025 061

Antidote: Civic Responsibility. Texas Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 16p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- Phi Alpha Delta Law Fraternity; *Texas

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Texas state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 553 SO 025 062

Antidote: Civic Responsibility. Utah Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 13p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- Phi Alpha Delta Law Fraternity; *Utah

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Utah state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students. Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC) for portfolios as assessment tools. Student reflections on the portfolio activity and suggestions for improvement are offered. (Contains 13 references.) (JDD)

ED 382 572 SP 035 901

Garman, J. Frederick; Lottes, Christine R.
Scope and Efficiency of HIV/AIDS Instruction in Secondary Education.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; College Freshmen; Course Content; Higher Education; High School Graduates; *Instructional Effectiveness; *Knowledge Level; *Performance Factors; Predictor Variables; Secondary Education; *Secondary School Curriculum; Student Surveys; Teaching Methods
IDENTIFIERS- Kutztown University PA

First-year students (n=255) at Kutztown University of Pennsylvania completed a survey instrument concerning human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS), during the initial meetings of a general health course. Ninety-four percent of respondents had received information about HIV/AIDS at the secondary school level. The most frequently allocated amount of instructional time devoted to HIV/AIDS was 0 to 6 hours. The three most common venues for presenting HIV/AIDS information were health class (83 percent of respondents), other gatherings such as assemblies, and physical education class. Multiple instructional strategies were employed, with lecture, use of pamphlets, and films/videos most frequent. The sample, as a whole, exhibited qualitative and quantitative characteristics that were consistent with or exceeded previously reported instructional data. HIV/AIDS knowledge was influenced by age, gender, place of residence, class rank, method of presentation, quantity of instructional time devoted to the topic, comprehensiveness of content, and other variables. Class rank and presentation of information in an instructional unit (series of lessons) appeared to be the best predictors of HIV/AIDS knowledge retention. (Contains 22 references.) (JDD)

ED 382 573 SP 035 910

Holman, Margery; Moriarty, Richard
Sexual Harassment and Sexual Assault in Canadian Sports and Courts.
PUB DATE- 9 Mar 95
NOTE- 10p.; Paper presented at the Annual Conference on Sport, Physical Education, Recreation and Law (8th, Jekyll Island, GA, March 9-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletics; *Civil Rights; Compliance (Legal); *Court Litigation; Educational Policy; *Federal Legislation; Foreign Countries; Higher Education; Legal Responsibility; Prevention; Secondary Education; *Sexual Harassment; State Legislation
IDENTIFIERS- *Canada

Sexual harassment is deemed a violation of the Canadian Charter of Rights and Freedoms which provides protection from

ED 382 112 HE 028 313

McManigal, Shirley A.
Faculty Evaluation in a Professional School.
PUB DATE- 7 Nov 94
NOTE- 19p.; Paper presented at the Center for Educational Development and Assessment Preconference Workshop "Developing a Comprehensive Faculty Evaluation System" (San Juan, PR, November 7-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allied Health Occupations Education; *Clinical Experience; Dental Schools; *Evaluation Methods; *Faculty Evaluation; Faculty Promotion; Higher Education; Medical Education; Nursing Education; Pharmaceutical Education; *Portfolio Assessment; Portfolios (Background Materials); *Professional Education; Tenure
IDENTIFIERS- *Texas Tech University Health Sciences Center

This paper describes the faculty evaluation process at the Health Sciences Center at Texas Tech University. It covers the Center's five disciplines: allied health, dentistry, medicine, nursing, and pharmacy. Faculty members in these disciplines must usually have certification and/or licensure in the profession as well as typical academic qualifications (usually a doctoral degree). At Texas Tech an evaluation matrix has been developed which is used in the mentoring and development process. For the annual review by the department chair and for the promotion and tenure process, each applicant prepares a portfolio using a prescribed format, including such items as conference programs, seminar announcements, letters of appointment, lists of society offices, letters of commendation, and teaching evaluation summaries. In addition to covering the usual areas of teaching, research, and service, the evaluation includes the professional program component of clinical practice. This faculty evaluation system was compared with those of six other professional schools and found to be quite similar. Attachments provide more detail on the procedural steps of the evaluation process, an outline of the matrix components, and a quantitative scale for weighing the various components. (DB)

ED 382 113 HE 028 314

History of Higher Education Annual. Volume Eleven.
PUB DATE- 91
NOTE- 97p.; For volume 10, see ED 347 870. For volumes 12-14, see HE 028 315-317.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Role; *Developing Institutions; *Educational History; Foreign Countries; Higher Education; Institutional Role; Liberal Arts; Single Sex Colleges; *Small Colleges; Technical Institutes; Womens Education
IDENTIFIERS- Hebrew Technion (Israel); Russell Sage College NY; Wheaton College MA

This annual compilation explores the history of small colleges in five articles that focus on the "uses" of this history in facing current debates concerning institutional directions. A brief introduction by Harold S. Wechsler addresses the role of institutional history for the small college. The first article description of incidents, their type and frequency; comments on diversity and changes in the demographics of the student body over the past 20 years; discussion of admissions policies and their impact on campus life; description of programs to combat bigotry; and discussion of faculty diversity and affirmative action, institutional efforts to increase diversity, and controversies and policies attached to those efforts. A summary notes that: (1) some believe that a lack of planning for student diversity was the basis for the campus incidents of the 1980s; (2) negative attitudes about minority students may permeate administrative, staff, and faculty reactions to incidents; (3) the walls of academia have not been able to shelter students from the general attitudes and discriminatory practices of the world at large; (4) enforcement of codes of conduct, policies on racial and sexual harassment, and the creation of campus positions to deal with such issues may be mechanisms to combat the increase; and (5) combating these incidents takes the concerted effort of all segments of the university community. (JB)

ED 382 132 HE 028 333

Campus Tensions in Connecticut: Searching for Solutions in the Nineties.
SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.
PUB DATE- Sep 94
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; Campuses; *Civil Rights; College Administration; *College Environment; College Faculty; College Students; Crime; Crime Prevention; Higher Education; Minority Groups; Opinions; Public Colleges; *Racial Relations; *Social Discrimination; Student Attitudes; Teacher Attitudes; *Violence
IDENTIFIERS- *Connecticut; Diversity (Faculty); Diversity (Student); Hate Crime

This report records and expands on presentations made by 30 speakers who addressed an April 27, 1992 fact finding meeting on racial tension on college campuses in Connecticut. Section 1 describes the Tristate Project in New England and offers background information on the state and its colleges. Section 2 summarizes the remarks of opening speakers representing community and government agencies. Section 3 reports on three panels from the University of Connecticut, a student panel, an administrators panel, and a faculty panel. Section 4 reports on three similarly composed panels from Wesleyan University. Section 5 summarizes the participants' comments and their recommendations including a unanimous agreement that forms of bias related problems and tensions adversely affected each of the institutions, and that campuses need to accommodate the increasingly multicultural elements of American society. Section 6 offers findings and recommendations of the Connecticut Advisory Committee to the United States Commission on Civil Rights. Appendixes contain information on 1992 college enrollment by race, state policy regarding racism and acts of intolerance, a statement of the National Association of Scholars, and a statement by Peter B. Luh of the Asian Faculty and Staff Association. (JB)

ED 382 133 HE 028 334

Mission, Goals and Programs of the Midwestern Higher Education Commission.

ED 382 152 HE 028 353

Davis, R. Deborah
Perceptions of the College Experience: African American Students on a Predominantly White Campus or a Qualitative Piece of the Retention Puzzle.
PUB DATE- Apr 95
NOTE- 51p.; Paper presented at the Annual Conference for Recruitment and Retention of Minorities in Education (9th, Syracuse, NY, April 9-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Educational Discrimination; Higher Education; Racial Discrimination; Racial Identification; Racial Relations; Social Integration; *Student Attitudes; Student Development
IDENTIFIERS- *African Americans; *Syracuse University NY

Eighteen black students were asked their perceptions of life on a predominantly white university campus, Syracuse University (New York). Data from interviews were analyzed as well as accounts in the campus newspaper during the 5-year period 1988-1993 and interviews with four administrators who worked with minority students in an academic support capacity. Nine of the students had participated in the 1989 pre-college summer program. Students were interviewed in their sophomore year and again in their senior year. Extensive quotes from the interviews support the analysis which covered initial impressions of the university, reactions to the summer program, the college experience, and their feelings of difference. Three major themes surfaced: (1) student identity/development; (2) social interactions; and (3) academic interactions. It was the students' perception that getting through college and interacting with faculty are more difficult for students of color, than for students of the majority culture. All the students interviewed mentioned racism and having been affected by it either in a classroom, an administrative office, or an incident with students on campus. (Contains 56 references.)

ED 382 153 HE 028 354

Yanez, Maria Lorena Hernandez
Lo que Piensan los Estudiantes y Profesores Sobre la Calidad de la Educacion Superior. Estudio Comparativo en 5 Instituciones de Educacion Superior--dos publicas y tres privadas--en Guadalajara, Jalisco, Mexico (What Students and Faculties Think about the Quality of Higher Education. Comparative Study of 5 Higher Education Institutions--Two Public and Three Private--in Guadalajara, Jalisco, Mexico).
PUB DATE- Nov 94
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Tucson, AZ, November 9-12, 1994).
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Educational Quality; Foreign Countries; Higher Education; *Private Colleges; *Public Colleges; Public Opinion; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Mexico (Guadalajara)

This study, written in Spanish, compared attitudes of students educational communities and environments; equipment and classroom descriptions; parental involvement; student projects; academic achievement and test scores; partnerships with business; pilot programs; teacher partnerships; and educational technology for the future. A list of 10 Honorable Mention schools is provided with telephone numbers and the names of principals and superintendents. (AEF)

ED 382 172 IR 017 107

Green, Douglas W.
The Benefits of Multimedia Computer Software for Students with Disabilities.
PUB DATE- 11 May 95
NOTE- 21p.; Prepared for a Doctoral Seminar in Special Education, State University of New York at Binghamton.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Modification; *Computer Software; *Disabilities; *Educational Research; Elementary Secondary Education; Feedback; Higher Education; Hyperactivity; Hypermedia; *Instructional Effectiveness; Interaction; Interviews; *Multimedia Materials; *Special Needs Students; Student Motivation; Teacher Education; Teaching Skills; Trend Analysis

This paper assesses the current state of research and informed opinion on the benefits of multimedia computer software for students with disabilities. Topics include: a definition of multimedia; advantages of multimedia; Multiple Intelligence Theory which states intellectual abilities consist of seven components; motivation and behavior modification; hyperactive children; attention grabbing and distraction; technology and metacognition; the value of interactivity, immediate feedback, and hypermedia; assessment-selecting software; students as producers; teacher skills, training, and support; and technology trends. A set of interview questions for practitioners is included and the interview sample and results are discussed. Two appendices provide a profile of students with disabilities and an author biography. (Contains 39 references.) (AEF)

ED 382 173 IR 017 109

Brubaker, Thomas, A., Ed.; And Others
The Magic of Technology, NECC 1993. Proceedings of the Annual National Educational Computing Conference (14th, Orlando, Florida, June 27-30, 1993).
PUB DATE- 93
NOTE- 362p.; For 1992 proceedings, see ED 356 754.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Literacy; Computer Networks; *Computer Uses in Education; Distance Education; *Educational Technology; Electronic Mail; Elementary Secondary Education; Global Education; Hypermedia; Laboratory Equipment; Learning Resources Centers; Local Area Networks; Management Information Systems; *Multimedia Materials; Special Needs Students; *Student Projects; *Teacher Education; Telecommunications; Thinking Skills

These conference proceedings address the capabilities of technology in education. Papers and summaries of presentations

DESCRIPTORS- Computer Uses in Education; *Educational Technology; Elementary Education; *Integrated Activities; Lesson Plans; *Multimedia Instruction; *Preservice Teacher Education; Pretests Posttests; Questionnaires; Teacher Attitudes; *Word Processing
IDENTIFIERS- *Preservice Teachers

This practicum was designed to expand the preservice teacher's ability to understand and demonstrate the use of computers and new technologies in elementary school lesson planning. Teachers were expected to focus on acquiring skills to operate a computer, computer applications, and other technological resources as tools for learning and instructional practice during a 12-week period. Pre- and post-implementation questionnaires were administered to test teacher attitudes on recognizing, valuing and believing in the advantages of technology in the elementary classroom, especially in future lesson planning. A checklist of word processing skills was used to measure actual achievement. Questionnaire results showed that all participating preservice teachers valued and recognized technology use. Outcomes also revealed that all teachers were able to demonstrate their abilities in word processing and multimedia design in lesson planning. An analysis of data from the practicum indicated that with basic word processing, multimedia skills, and a hands-on approach, technology can be integrated with lesson planning. Data is illustrated in four tables. Appendices include: teacher questionnaires, word processing skills and multimedia knowledge checklists, and lesson plan checklists. Contains 40 references. (MAS)

ED 382 191 IR 055 247

Perritt, Patsy H.
Louisiana Public School Library Collection Assessment.
PUB DATE- 93
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Analysis; Elementary Secondary Education; *Evaluation; Librarian Attitudes; *Library Collections; Library Research; Library Statistics; Library Surveys; *Public Schools; *School Libraries
IDENTIFIERS- Dewey Decimal Classification; *Louisiana

During the 1991-92 school year, 109 public school library book collections in Louisiana were surveyed to determine the average ages of volumes in various categories, including all Dewey decimal numbers. Results showed that the average age of books in Louisiana public school libraries was 23.51 years in 1992. The average age of the computerized sample was 20.17 years. The average age of books for elementary schools was 22.73 years. Elementary schools had the most recent professional collections, those with Dewey Decimal numbers in the 000-100s and 700s. The average age of books for middle or junior high schools was 24.56 years. These schools had the oldest reference and professional collections. High schools had the oldest overall collections, with an average age of 24.60 years per volume, but had the most recent reference collection of the three school levels. When respondents were asked to identify the Dewey classification "most important to keep up to date," 60% indicated the 500s, and the 600s ranked second at 11%. In the 500s, the area selected as being the most important to keep up to date, the average age was 24.61 years in 1992. A subset

Libraries; *Resource Allocation; User Needs (Information)

This guide discusses how collections budgets are planned, built, defended, and implemented. Each topic is illustrated with sample budgets and allocations typical of academic and public libraries serving their respective communities. Step-by-step guidance is offered to administrators and boards for meeting patrons' needs while addressing today's financial realities. Every aspect of modern materials-budgeting is covered, including budget implications of electronic-access alternatives to purchasing materials. Chapters describe: collection-finance relationships; gathering information for library materials budget requests; preparing the request; traditional and nontraditional budget processes; access vs. ownership; background and procedures for setting up a budget; monitoring budgets; making mid-year adjustments; and closing out the budget at the end of the year. Both academic and public libraries are addressed, but many issues applicable to other types of libraries are also examined. Examples are illustrated in nineteen tables and two figures. A summary and review, glossary of accounting terms and phrases, and 84-item selected bibliography are also included. (MAS)

ED 382 211 IR 055 492

School Library Media Center Disaster Response Plan Handbook.
PUB DATE- 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Emergency Programs; Learning Resources Centers; Media Specialists; Natural Disasters; *Preservation; *School Libraries; *School Safety
IDENTIFIERS- *Disaster Planning; *Hazards; Illinois; Salvage (Fire Science)

The best way to deal with a disaster or an emergency is to be prepared. Librarians must be aware of the emergencies which could arise, be ready to respond to them when they occur, and recover from them afterwards. Guidelines are offered by the Illinois School Library Media Association (ISLMA) to assist in the preparation of a disaster plan and the organization of salvage procedures in a school library media center. The "Before a Disaster" section addresses the following: planning; insurance; collection priority guide; disaster recovery team; emergency telephone numbers; floor plan; suggested supplies; locations of in-house emergency supplies and equipment; and off-site sources of equipment and supplies. "Potential Hazards" discussed include: fire; water; earthquake; tornado; mold; bomb threat; and first aid. "After a Disaster" advice outlines: steps taken after a disaster; precautions; preparing materials for salvage; salvage processes for water-damaged materials; procedures to air-dry books; salvage procedures of nonbook materials; response/recovery timetable; preservation and conservation information suppliers; and ISLMA disaster relief fund guidelines and application. Copies of various disaster team forms in use by ISLMA are provided. Seventeen additional resources are recommended for additional reading. (MAS)

ED 382 212 IR 055 493

Sharma, R. N., Ed.

NOTE- 16p.; Paper presented at "Building Foundations for Cultural Diversity," a conference of the Freshman Year Experience (Costa Mesa, CA, January 25-27, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accessibility (for Disabled); Access to Education; Adult Students; Age; *Classroom Techniques; Community Colleges; *Disability Identification; *Learning Disabilities; *Nontraditional Students; *Physical Disabilities; *Teaching Methods; Two Year Colleges; Two Year College Students

As the community college student population increases in age, the number of older-than-average (OTA) students with physical and learning handicaps increases. Physical handicaps to learning can include back problems, carpal tunnel syndrome, and hearing or eye-sight problems. Students may not be aware of solutions, however, and instructors may not recognize the problems. At Portland Community College (PCC) (Oregon), a formal program exists to aid learning disabled and physically limited students. In addition, in-service classes for faculty have helped them recognize such signs of handicaps as problems with spelling, writing, and basic math; life or work accomplishments that far exceed academic successes; difficulty understanding verbal instruction; the need for oral repetition of written instruction; and difficulty staying awake in class or sitting still for class period. In an orientation to college course at PCC, students are assessed for any barriers to learning via student concerns surveys and several strategies are employed to help OTA students. These include: (1) the use of texts in large print on soft glare paper; (2) shorter lectures; (3) the dramatization of course content; (4) the encouragement of group learning and problem-solving; (5) providing for individual selection of assignments; (6) allowing students to tape class sessions; and (7) incorporation of stress reduction and time management in the classroom. (Contains 30 references.) (The student survey and personal concerns list used in the orientation course are appended.) (KP)

ED 382 230 JC 950 082

Bertrand, Mireille
Pratiques d'Education Interculturelle au CEGEP: Repertoire Analytique et Critique (Practices Related to Intercultural Education in the CEGEP: An Analytical and Critical Review).
PUB DATE- 94
NOTE- 284p.
LANGUAGE- French
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; Community Colleges; Cultural Pluralism; Ethnic Groups; Foreign Countries; *Multicultural Education; School Demography; *Social Sciences; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Colleges of General and Professional Education PQ

This report provides an overview of intercultural educational in the letters and social sciences programs offered at English-speaking "colleges d'enseignement general et professionel" (CEGEP's) in Quebec. Chapter I establishes the research problem, noting that both the French- and English-speaking colleges in the CEGEP system are increasingly multicultural,

(141)
DESCRIPTORS- Community Colleges; Library Acquisition; Library
Collections; *Library Development; Library Equipment; Library
Expenditures; *Library Facilities; Library Materials; *Library
Planning; *Library Services; Organizational Objectives; Two
Year Colleges
IDENTIFIERS- San Jacinto College TX

San Jacinto College's Central Campus developed a 4-year plan to bring the library's technology, college, and facilities to a level equal to libraries of other Texas Community Colleges. The first major goal for the library is to select and deliver information that students and faculty need at the time of need, thereby redefining library resources in terms of access and holdings. This is to be accomplished through increased training, increased collection expenditures from $104,000 to $180,000 over 4 years to rebuild the collection in each subject field, and improving access to journals and other materials. The second goal is to create and maintain systems that provide information for students and faculty, including widening access to the Internet resources, upgrading the online catalog, developing guides to electronic resources, and improving acquisitions, reserves, and security systems. The third goal is to educate faculty and students to better access information by adding staff and improving links between the library and the faculty. The fourth goal is to support the building, furnishings, and infrastructure of the library to provide information services for the students in an attractive learning environment. The replacement of wall coverings, furniture, and carpeting, and other needed facilities improvements is expected to cost $117,654 over the 4-year period. The final goal is to continue planning for library information services. The costs of the improvements are projected to be $72,554 in 1996, $108,260 in 1997, $205,100 in 1998, and $113,500 in 1999. (KP)

ED 382 248   JC 950 228

Cohen, Arthur M.
Orderly Thinking about a Chaotic System.
PUB DATE- Feb 95
NOTE- 26p.; Paper presented at the Annual National Transfer and
Articulation Symposium (1st, Tucson, AZ, February 24-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *College Transfer Students; Community Colleges;
Transfer Policy; Transfer Programs; Two Year Colleges

Half of all students who begin college in America--and an even higher proportion of underrepresetned minorities--matriculate at community colleges. If the bachelor's degree is a requisite for major social and economic advancement, then transfer must be an essential community college mission. Calculating the transfer rate is important as a measure of how many students are passed through a two-year college toward the baccalaureate. Until recently, transfer rates were not reported with any precision or consistency across states or institutions. In 1989, the Center for Study of the Community Colleges (CSCC) established the following definition for use in calculating a national transfer rate: all students entering the community college in a given year who have no prior college experience and who completed at least 12 college units, divided into the number of that group who take one or more classes at an in-state, public university within 4 years. National transfer each of these criteria and sub-criteria in context, explains the elements to be evaluated, specifies supporting documents required, and provides instructions on how to complete the self-evaluation report. Appendixes include: (1) a lexicon of terms; (2) a list of supporting documents which must be submitted with the evaluation report; (3) a table summarizing self-evaluation data to be collected; (4) a description of the revised Social Science program; (5) a list of institutions authorized to offer the Social Science program; and (6) a list of advisory body members. (KP)

ED 382 266 JC 950 249

Harris, Jimmy Carl
The Effectiveness of Student Learning Contracts in a Public Community College History Course.
PUB DATE- 11 Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Grades (Scholastic); *History Instruction; Learning Activities; *Performance Contracts; Two Year Colleges; Two Year College Students

A study was conducted to determine the effectiveness of student learning contracts in a Southeastern, open-admissions, public community college history course. The contracts specified final grade goals and point-earning activities (e.g., tests, book reports, term paper). A control group (N=72) using the learning contracts was compared with a demographically similar experimental group (N=51), which did not use learning contracts. Study findings included the following: (1) only 25% of the control group completed their contracts; (2) 72.55% of the experimental group completed at least one book report or term paper, compared to 69.44% of the control group; and (3) the control group achieved a total points earned mean of 86.07, while the experimental group mean was 94.50. As the group without learning contracts completed more learning activities and performed significantly better in terms of overall points earned, it was concluded that the use of learning contracts should be carefully evaluated in terms of its purpose, design, and student willingness and ability to set and achieve goals. (KP)

ED 382 267 JC 950 250

Selman, James W.; Wilmoth, James N.
Perceptual Differences in Economic Development Strategies under Two Conditions for Alabama/Non-Alabama 2-yr College Administrators.
PUB DATE- 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *College Role; Community Colleges; *Economic Development; Multivariate Analysis; Questionnaires; Statistical Analysis; Technical Institutes; Two Year Colleges

*Developmental Studies Programs; Mentors; Program Effectiveness; *Remedial Programs; Role Models; Tutoring; Two Year Colleges; Two Year College Students
IDENTIFIERS- African Americans; Evergreen Valley College CA

Project AFFIRM (African-American First Investment Return Module) was established at Evergreen Valley College in fall 1989 as a comprehensive academic and support program to help African-American students achieve their college transfer or associate degree goals. AFFIRM courses have the same content as traditional courses, but utilize non-traditional delivery and intervention strategies and are taught by culture-specific role model teachers. Supportive services include academic and personal counseling, tutoring, mentoring, economic literacy and self-esteem workshops, scholarships, and book and personal emergency loans. In spring 1994, 174 students were enrolled in 8 classes offered through the project: English Composition (English 1A); Fundamentals of Composition (English 104); Improvement of Writing (English 330); Introduction to Chemistry (Chemistry 30A); College Study Techniques (Guidance 95); Small Group Communication (Communication Studies 45); Special Topics (Guidance 137); and Algebra I (Mathematics 12). Compared to other African-American students taking the same courses, AFFIRM students had a lower success rate (40% versus 44%). AFFIRM students had a noticeably lower success rate than non-AFFIRM African-American students in Chemistry 30 (35% versus 100%), and a lower success rate in Communication Studies (36% versus 64%), Mathematics 12 (33% versus 46%), and English 330 (25% versus 41%). AFFIRM students did outperform non-Affirm students in English 1A (43% versus 33%) and Guidance 137 (63% versus 56%). In addition, over 8 semesters the total success rate for AFFIRM students in English 330 was 59%, compared to 52% for other English 330 African-American students. (MAB)

ED 382 285   JC 950 271

Lucas, John A.; Meltesen, Cal
Study of Students Who Withdrew from Courses, Summer 1992-Spring 1994. Volume XXIII, No. 1.
PUB DATE- Sep 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Community Colleges; Comparative Analysis; Dropout Research; *Dropouts; *Enrollment Influences; Participant Satisfaction; Questionnaires; Student Attitudes; Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)
IDENTIFIERS- William Rainey Harper College IL

A study was conducted at William Rainey Harper College (WRHC) to develop a profile of students who withdrew from courses between summer 1992 and spring 1994. Between 1992 and 1994, 13.7% of the 175,000 course enrollments resulted in official withdrawals, representing a 0.4% decrease in withdrawals from the 1990-1992 cohort. An analysis of these withdrawals indicated the following: (1) one-fifth of course withdrawals resulted in complete withdrawal from WRHC, although nearly 75% of the students who withdrew planned to return to WRHC in the future; (2) 31% of those withdrawing gave reasons completely beyond WRHC's control, and only 7% indicated WRHC as the primary cause for withdraws; (3) the major reasons for withdrawal continued to be related to personal, family, or by attributing a numerical value to 12 factors; the adequacy of the tax benefit--the amount of tax relief or refund that a family could receive under the provision--is considered the most important factor in assessing a state CADC provision. (Author/SW)

ED 382 303   PS 022 885

Jackson, Margaret
Creative Display & Environment.
PUB DATE- 93
NOTE- 129p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; *Classroom Environment; *Display Aids; Early Childhood Education; *Exhibits; Staff Development; Three Dimensional Aids

This book builds a case for the importance of the learning environment as functional, inviting, and enabling for children. Chapter 1, "A pressing need: why display and environment for learning matter," introduces the book, discusses a strategy for staff development, suggests points to consider when surveying the school, and talks about involving children in the creation of a learning environment. Chapter 2, "Displays and the art of displaying," contains information on display variations. Chapter 3, "Resources for display," suggests acquiring artifacts and designed forms; resource banks; art galleries, artists, and craftspeople; museums; and books and illustrative resources. Chapter 4, "Developing a curriculum-based display project," suggests a strategy for developing such projects; contains themes and ideas for curriculum-based display projects; and provides information on using curriculum displays. Chapter 5, "Creating displays--the ways and the means," lists essential materials and defines a school display tool kit; describes mounting two-dimensional work for display purposes; discusses surfaces for two-dimensional presentation and resources for 3-dimensional display; and provides information on visual communication to accompany displays. Thirty-one pages of color photographs of displays in early childhood education settings conclude the book. (DR)

ED 382 304   PS 022 886

Rickard, Jenny
Relaxation for Children. (Revised and Expanded Edition).
PUB DATE- 94
NOTE- 147p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biofeedback; *Children; Class Activities; Coping; Foreign Countries; *Meditation; *Relaxation Training; *Stress Management; Teacher Role
IDENTIFIERS- Australia

Intended as a guide to reduce negative stress in children, this book suggests relaxation and meditation techniques to help children cope with stressful events. Part 1 provides an introduction to the format of the book. Part 2 contains summaries of the 10 sessions that make up the program. Each healthy self-image and sense of self-reliance. (MDM)

ED 382 323 PS 023 081

Stanberry, Anne M.
An Ecological Approach to Integrating Child Maltreatment Program Research with Program Planning.
PUB DATE- 10 Nov 94
NOTE- 14p.; Poster presented at the Annual Meeting of the National Council on Family Relations (Minneapolis, MN, November 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Child Abuse; *Child Neglect; *Intervention; *Parent Education; *Parents; Program Descriptions; Program Effectiveness; Program Evaluation; Program Length
IDENTIFIERS- Child Abuse Potential Inventory

This study examined an ecologically-based Head Start parent education program to determine if it reduced parents' potential for child abuse. Seventeen mothers who had been referred to the program received training in child care and development, nonviolent discipline methods, stress management, and communication. Support groups and home visits were also conducted. The Child Abuse Potential (CAP) Inventory (Form VI) was used as a pre- and post-test. To evaluate the efficacy of the intervention, parents in their second year with the program had treatment, were tested, had treatment, and were tested again, while parents in their first year with the program were tested, had treatment, and were tested again. The first testing of the first year group served as the control. The evaluation found that while CAP pretest scores indicated that participants had a high potential for abuse, the posttest scores of the second year group indicated significantly reduced potential for abuse. Interview data indicated extensive and severe problems in many areas of the parents' lives, an impression not seen in the CAP scores. The results suggest that the length of program participation may be a key factor in prevention/intervention programs for child maltreatment. (MDM)

ED 382 324 PS 023 082

Stanberry, J. Phillip; Stanberry, Anne M.
Confidence in Parenting: Is Parent Education Working?
PUB DATE- 15 Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Southern Early Childhood Association (45th, New Orleans, LA, April 11-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Adult Education; *Adults; Parent Attitudes; *Parent Education; Parenting Skills; *Personal Autonomy; Self Concept; *Self Esteem
IDENTIFIERS- *Individuation

This study examined parents' feelings of confidence in their parenting ability among 56 individuals enrolled in 5 parent education programs in Mississippi, hypothesizing that there would be significant correlations between personal authority in the family system and a parent's confidence in performing the various roles of parenting. Based on several measures of

*Parent Responsibility; Parent Role; Practicums; Preschool Education; *Role Perception
IDENTIFIERS- *Cooperative Preschools; *Role Ambiguity

This practicum project defined the roles and responsibilities of parent cooperative preschool team members to help parents identify who was responsible for different functions in the co-op preschool. A 10-week intervention strategy was implemented to provide information and support to parents during the first 2 months of the school year. Strategies included development and use of a roles-responsibility survey, three orientation training sessions, and three feedback systems including supervision. The project introduced awareness of roles-responsibilities in a parent co-operative preschool, a format to address them, and a process to continue support. Evaluation results indicated that the project encouraged the class team members--including teacher, parent instructor, and parent coordinator--in their awareness and agreement of roles-responsibilities operating in the class. (Six appendices include the questionnaire, surveys, parent letters, survey results, a calendar for implementation, and samples of training materials. Contains 67 references.) (AP)

ED 382 345 PS 023 171

Baenen, Nancy; And Others
Fall 1994 Parent Survey Results. Eye on Evaluation E&R Report No. 95E.03.
PUB DATE- Feb 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Educational Attitudes; Elementary Secondary Education; Evaluation; Outcomes of Education; *Parent Attitudes; *Parent Participation; *Parents; Parent Student Relationship; Racial Relations; Safety; School Districts; Transportation
IDENTIFIERS- North Carolina (Wake County); *Wake County Public School System NC

A survey was conducted of parents in the Wake County Public School System (WCPSS) in North Carolina. All WCPSS parents were asked their opinions on educational quality, magnet schools options, school safety, parental involvement, school environment, and school climate. Major findings indicate that generally parents expressed positive views regarding system climate with the majority of parents agreeing that the system provided high quality education and offered opportunities for success to all students. As for parental involvement, the majority of parents reported being involved in their child's education, with the greatest parental involvement at the elementary level. Most elementary parents viewed race relations and concerns related to cultural diversity as priorities. The majority of parents whose children used school transportation were satisfied. Parents' perception of their child's safety increased for all school levels in 1994. A comparison of 1994 results with those of the preceding 2 years revealed that parents' perception of the school system have remained stable. (Three attachments provide the actual survey form, the full responses to the 1994 parent survey, and results of the comparison with preceding years.) (AP)

ED 382 346 PS 023 173

addresses the role of parent advisory groups. (MDM)

ED 382 365 PS 023 242

Silbereisen, Rainer K.; And Others
Childhood Adversities and Delinquency in Early Adolescence: Analyses of Samples from the Former Germanies.
PUB DATE- Mar 95
NOTE- 30p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Delinquency; *Family Environment; Foreign Countries; Individual Development; *Life Events; Parent Child Relationship; Personality; *Preadolescents; *Predictor Variables; Sex Differences
IDENTIFIERS- Puberty

Risk factors for early adolescents' (700 between the ages of 10 to 13) delinquency were compared between groups of children high and low in childhood adversities. The samples represented young people from the two former Germanies (200 from former East and 500 from West Germany) who were interviewed in person. Additional information was gathered from parents who responded to questionnaires. The high adversity group had experienced two or more adversities such as parental divorce or family relocations, before the age of 9; the low adversity group had experiences fewer than two. In addition to age, gender, location of residence, and pubertal level, more proximal risk factors were assessed, namely, difficult temperament, low self-efficacy beliefs, lack of parental monitoring, and low acceptance by parents. Results showed that for males, more advanced pubertal maturation, low self-efficacy and few opportunities for monitoring corresponded to higher levels of delinquency. In comparing the adversity groups, this pattern was more pronounced and applied to both genders in the high adversity group. Furthermore, among the high adversity group, adolescents' chronological age, not maturational level, predicted delinquency. The differences between the adversity groups were interpreted in reference to the developmental taxonomy of delinquency as suggested by Moffitt (1993). (Author/HTH)

ED 382 366 PS 023 245

Chaney, Carolyn; And Others
Relationships among Social Status, Pragmatic Skills and Academic Achievement.
PUB DATE- 12 Feb 95
NOTE- 8p.; Paper presented at the Meeting of the Western States Communication Association (Portland, OR, February 12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Communication Skills; Discourse Analysis; Elementary Education; *Elementary School Students; Interpersonal Communication; *Peer Acceptance; Peer Evaluation; Popularity; Self Evaluation (Individuals)

A study investigated the relationship between children's communication competence and perceptions of communication abilities, academic performance, and social status. Subjects

ED 382 385 PS 023 280

Hutz, Claudio S.; And Others
Researching Street Children: Methodological and Ethical Issues.
PUB DATE- Mar 95
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; At Risk Persons; *Children; Drug Abuse; *Ethics; Foreign Countries; *Homeless People; Information Utilization; Moral Values; *Research Methodology; Value Judgment
IDENTIFIERS- *Informed Consent; Sexually Transmitted Diseases; *Street Children

This paper describes the ethical and methodological problems associated with studying prosocial moral reasoning of street children and children of low and high SES living with their families, and problems associated with studying sexual attitudes and behavior of street children and their knowledge of sexually transmitted diseases, especially AIDS. Methodological issues that posed problems included sampling and the conditions of data collection. Data collection was problematic because of a short attention span of the children, lack of privacy, and the use of drugs by the children. The two major ethical problems involved in the study of street children are: informed consent and the use of information. Since it is not possible to secure informed consent from the parents, precautions are taken to determine that research involves minimal risk and the consent of the subjects is always secured. Information concerning past physical or sexual abuse, stealing, use of alcohol and drugs, and sexual activity is not reported to authorities. However, not divulging information about criminal activity can constitute being an accomplice to crime. This situation requires clear guidelines. Recommendations include the need for devising methods and guidelines that will allow the conduct of sound and ethical research. Contains 16 references. (BAC)

ED 382 386 PS 023 281

Bernier, Christopher S.
Multicultural Education: Raising Cultural Awareness and Reducing Prejudice among a Middle School Population.
PUB DATE- Jan 95
NOTE- 113p.; Master's Practicum, Nova Southeastern University. Some graphs will not produce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bias; *Cultural Awareness; Curriculum Development; Elementary School Students; Intermediate Grades; Junior High Schools; Junior High School Students; *Middle Schools; *Multicultural Education; Practicums
IDENTIFIERS- *Middle School Students; Multicultural Materials

Two strategies were tried to address the need for a multicultural education program to increase cultural awareness and reduce prejudice among a target population of 1,500 students in a intervention program (after school) 2 days per week for 1 hour per day was implemented to help Chapter 1 students experience success in language arts. Eight home-school partnership workshops in English and Spanish were provided to the parents of all students. In addition, there was a 2-week program of daily parent involvement that included a home-school lending library. Results of student skills tests and pre- and post-program surveys indicated that the parent involvement program was the most successful part of the practicum. Although the at-risk students did show gains, the gains were not as expected. (Six appendixes include questionnaires, parent letter, extended day student survey, and early intervention for school success continuum.) (HTH)

ED 382 406   PS 023 335

Kagan, Sharon L.
The Changing Face of Parenting Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cooperative Programs; Coordination; Cultural Differences; Government Role; Parent Attitudes; *Parent Education; *Parenting Skills; Program Evaluation
IDENTIFIERS- Equal Access; ERIC Digests; *Parent Needs; *Program Characteristics; Voluntary Participation

Research has increased our knowledge about the relationship between demographic conditions, family life, and child outcomes. Such increased knowledge has filtered into public consciousness. American parents recognize they can benefit from help in meeting their parenting duties, and social service providers are responding to parents' needs. Parenting education and family support programs are growing in number and becoming increasingly diverse on many dimensions of program operation. What binds these diverse programs together is a common set of principles: (1) focusing on prevention; (2) working with the entire family; (3) viewing the family as an active participant in planning the program; (4) nourishing cultural diversity; (5) focusing on strength-based needs analyses programming, and evaluation; and (6) employing flexible staffing practices. Parenting education programs are also facing a number of important issues. These issues are: equity; the voluntary/involuntary issue; understanding parental competence across various cultures; program quality, and training and credentialing of parent educators; measuring program results in terms of what programs can be expected to accomplish and designing scientific evaluations to measure those results that interventions are intended to achieve; and the need to engage in cooperative planning, coordinated service delivery, and infrastructure development across programs, communities, and states. Contains nine references. (BC)

ED 382 407   PS 023 336

Meisels, Samuel J.
Performance Assessment in Early Childhood Education: The Work Sampling System. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Acculturation; *American Indian Culture; *American Indian Education; American Indian History; American Indian Reservations; Biographies; Child Rearing; Cultural Maintenance; Elementary Secondary Education; Family Life; Females; Higher Education; *Personal Narratives; *Religion; Sex Role
IDENTIFIERS- Ceremonies; *Crow (Tribe)

This book is about life on the Crow Indian Reservation from around 1910 to the present and is based on the personal experiences of Donnie and Agnes Deernose. Following Donnie's death, Agnes became the principal narrator of the book. The Crow Indian Reservation is situated between Billings, Montana, and Sheridan, Wyoming. More so than any other Plains tribe, the Crow succeeded in developing a reservation culture that preserved traditional core beliefs, values, social relations, and mutual obligations, while conforming to the formal demands of dress, schooling, church, and legalisms of the local American culture. The narrative reveals the hardships faced within the reservation system as the Crow struggled to overcome the restrictions of limited resources and tried to achieve a secure, independent, and personally satisfying economic existence. Both Donnie and Agnes reflect the profound influence of their fathers, who warned them what the future held for Crow youth without educational skills in a world increasingly ruled by the invading Americans. In the course of his life, Donnie followed the traditional role of men as spiritual leaders, protectors, and providers. He did so through active participation in the Baptist mission church and by learning skills, working hard, and efficiently managing his cattle ranching business. He also dedicated himself to the welfare of his people by actively participating in political and economic affairs. Agnes followed the traditional role expectations of women while making the Baptist church a dominant force and guide for her life. The lives of both Donnie and Agnes emphasize the continuing importance of religion in sustaining traditional Crow values during the forcible transition to the values and rules of American culture. Chapter 5 is entitled "School, Education, and Church". Includes photographs, a bibliography, and an index. (LP)

ED 382 424   RC 020 067

Lavelle, Robert, Comp.
America's New War on Poverty: A Reader for Action. Companion to the Public Television Series "America's War on Poverty."
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 95
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; Capitalism; *Child Welfare; Civil Rights; *Community Programs; Early Childhood Education; *Economically Disadvantaged; Elementary Secondary Education; Family Programs; Higher Education; Hunger; Low Income Groups; Minority Groups; *Poverty; Profiles; Public Policy; *Social Action; Social Stratification; Voluntary Agencies; *Welfare Services
IDENTIFIERS- *War on Poverty

Companion to a five-part public television documentary, this book describes efforts across the United States to fight poverty, and also prescribes that we all take responsibility for a fight

Development Activities in Newfoundland and Central Appalachia" (Nelda K. Pearson); (7) "Regional Resurgence: The Case of Industrial Catalonia in Spain" (Glenn A. Mitchell); (8) "Mountain Foragers in Southeast Asia and Appalachia: Cross-Cultural Perspectives on the 'Mountain Man' Stereotype" (Benita J. Howell); (9) "Gender Roles As Reflected in Adolescents' Expressed Values and Attitudes: An Eastern Kentucky/Kenya Comparison" (Susan Abbott); (10) "From the Mountains to the Maquiladoras: A Case Study of Capital Flight and Its Impact on Workers" (John Gaventa); (11) "From the Apennines to the Appalachians: Regional Development in Italy and the U.S." (Phillip J. Obermiller); and (12) "Poor Regions, Poor Theory: Toward Improved Understanding of Regional Inequality" (Peter R. Sinclair). Contains over 350 references and an index. (SV)

ED 382 440 RC 020 126

Ancona, George
Pablo Remembers: The Fiesta of the Day of the Dead.
PUB DATE- 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Childrens Literature; *Cultural Activities; Hispanic American Culture; Mexican Americans; *Mexicans; *Religious Holidays
IDENTIFIERS- Aztec (People); *Dia de los Muertos; *Mexico

This children's book describes how Pablo, a young Mexican boy, and his family celebrate the Day of the Dead (El Dia de Los Muertos). This holiday takes place on the first and second day of November and honors relatives and friends who have died. The holiday celebrates their spiritual return to Earth to share a special feast with the living, and has roots both in the ancient beliefs of the Aztecs and in the Christian feast of All Saints Day. There is much preparation for the holiday: bakers bake the traditional pan de muertos, bread of the dead; candy makers make sugar skulls; children cut out cardboard skeletons; artisans stamp out tissue-paper decorations called estampas; and farmers harvest marigolds, the flowers of the dead. Pablo and his family go to the market to buy food and other items needed for the celebration. When they return, Pablo and his three sisters make a children's altar to invite the angelitos, spirits of dead children, to come back for a visit. The children place baskets of nuts, hot cocoa, sugar skulls, flowers, fruits, and toys on the altar. Finally, Pablo lights incense and a small candle to light the way for the angelitos. The following day Pablo's family prepares the traditional meal for the festival and builds a large altar for the adult spirits. The children and their parents pile the altar high with fruits, flowers, cups of chocolate, and special things that their dead relatives enjoyed during their lifetime. Candles and photographs of the dead are also placed on the altar. Pablo fondly remembers his grandmother who died 2 years ago and thinks about how much he misses her. Families visit with one other and fill their empty baskets with some of the food from the altar and go on to the next relative's house. The next day Pablo and his family visit the cemetery to decorate the graves and tombs of their relatives with fresh flowers. Includes photographs and a glossary of Spanish words. (LP)

ED 382 441 RC 020 127

Davis, Mary B., Ed.; And Others

to calculus is to support projects that reform curriculum and instruction in both calculus and the preparation for calculus, and the implementation of previous, successful development efforts. The projects described in this book received awards in 1993, and were selected for their creativity, scientific and educational quality, and potential for utility at multiple institutions and national impact. Funded projects are expected to produce course and curricular materials that will be of national interest and widely disseminated. The main part of the book lists projects in: chemistry, computer science, engineering, geosciences, interdisciplinary, science and humanities, life sciences, mathematics, physics and astronomy, social sciences, and calculus. Also included are a list of 1993 awards by state and institution, an index of project directors, and a list of program directors for 1993. (MKR)

ED 382 463   SE 056 159

Women and K-12 Science and Mathematics Education. Hearing before the Subcommittee on Energy of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Third Congress, Second Session.
PUB DATE- 20 Jun 94
NOTE- 352p.; Photos may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Achievement; *Educational Improvement; Elementary Secondary Education; *Females; Hearings; *Mathematics Education; *Science Education; *Sex Bias; Sex Differences; *Social Bias
IDENTIFIERS- Congress 103rd; *Mathematics Education Research

This hearing is the second in a series of hearings to be held by this subcommittee on the subject of "Women in Science and in Technology." The focus is on the issues of gender bias in precollege science and mathematics education. The first panel of witnesses will present the most recent data on the achievement, participation, and treatment of girls in math and science classes at the elementary and secondary school levels, and then use this data as a basis to suggest ways to improve our educational system. Witnesses include: Susan McGee Bailey, Center for Research on Women at Wellesley College, Wellesley, Massachusetts; Jane Butler Kahle, Miami University, Oxford, Ohio. The second panel of witnesses will focus on strategies and programs to increase gender equity, including both programs to provide increased math and science exposure directly to female students and strategies to provide training to teachers, parents, and guidance counselors. Witnesses on this panel include: Shirley Malcom, American Association for the Advancement of Science, Washington, D.C.; Richard E. Stephens, Office of University and Science Education Program, U.S. Department of Energy, Washington, D.C.; Jane Stutsman, Directorate of Education and Human Resources, National Science Foundation, Washington, D.C.; Stacy Kass, Careers and Life Planning, Girls, Inc., New York, New York; and Rebecca Failor, Math/Science Network, Oakland, California. An appendix contains a U.S. Department of Energy education programs catalog, 1994. Brief descriptions of each facility, its programs, and contact information are included. (MKR)

ED 382 464   SE 056 160

Yanping, Ann

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Adult Education; *Agricultural Education; Educational Resources; Elementary Secondary Education; Environment; *Environmental Education; *Nonformal Education; *Resource Materials; Science Curriculum

This guide is designed to expand the use of agriculture as a medium for environmental education. It's goal is to increase communication and sharing among farms, parks, schools, museums and other educational settings that utilize agriculture for environmental understanding. An introduction provides an overview of agriculture and education. Subsequent sections contain: (1) a review of seven unique programs in animal sciences, plant sciences, and multicultural education for youth and adults; (2) a listing of educational resources which focuses on new curricula emphasizing hands-on experimental approaches using science processes (including one book, seven curricula, five magazines and journals, and six organizations); and (3) a national directory of 54 environmental education sites focusing on agriculture. Site entries include organization title, contact, mailing address, phone number, and description. (LZ)

ED 382 485 SE 056 355

Hansen, Nancy Richardson; And Others
Controlling Nonpoint-Source Water Pollution: A Citizen's Handbook.
PUB DATE- 88
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activism; Adult Education; *Citizen Participation; Community Education; Environmental Education; Environmental Standards; *Federal Legislation; Planning; Program Development; Program Implementation; *State Regulation; *Water Pollution; *Water Quality
IDENTIFIERS- *Nonpoint Source Pollution

Citizens can play an important role in helping their states develop pollution control programs and spurring effective efforts to deal with nonpoint-source pollution. This guide takes the reader step-by-step through the process that states must follow to comply with water quality legislation relevant to nonpoint-source pollution. Part I provides background on nonpoint-source pollution. Parts II, III, and IV describe in detail the nonpoint-planning process. Chapter titles are: (1) "Introduction: An Opportunity for Citizen Action"; (2) "A Different Kind of Pollution"; (3) "Identifying Water-Quality Problems"; (4) "Identifying Sources of Nonpoint Pollution"; (5) "Selecting Best Management Practices"; (6) "Establishing Institutional Mechanisms"; (7) "Drawing Up an Implementation Schedule"; and (7) "Monitoring Implementation and Enforcement." References are provided at the end of each chapter. Appendices contain: (1) a listing of offices of the Environmental Protection Agency and states within each EPA region; (2) state water pollution control agencies; (3) nonpoint-source provisions in the Water Quality Act of 1987; (4) report of the Conference Committee, U.S. House of Representatives pertaining to management of nonpoint sources of pollution; (5) state water preparation and professional development of history teachers. (EH)

ED 382 504 SO 024 899

The Aims of the Subjects Taught in the "Folkeskole" in Denmark (Ministry of Education Executive Order of 24 September 1975).
PUB DATE- 86
NOTE- 9p.; For a related document, see SO 024 900.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Core Curriculum; Course Content; Elementary Secondary Education; Foreign Countries; *Government School Relationship; National Curriculum; National Programs; *Required Courses
IDENTIFIERS- *Denmark; *Folkeskole

This brief pamphlet provides a description of the obligatory and optional subjects taught in all 10 forms of the "Folkeskole," as of August 1976. Those subjects include: (1) Danish; (2) Arithmetic/Mathematics: (3) Physical Education and Sport; (4) Christian Studies (compulsory school, i.e. 1st-9th forms); (5) Christian Studies/Religious Education (10th form); (6) Creative Art; (7) Music; (8) History; (9) Geography; (10) Biology; (11) Contemporary Studies; (12) Needlework; (13) Woodwork; (14) Home Economics; (15) English; (16) Physics/Chemistry; (17) German; (18) French; and (19) Latin. Brief goals and objectives for each of the subjects are listed. (EH)

ED 382 505 SO 024 900

The Aims of the Optional Subjects of the "Folkeskole" (Ministry of Education Executive Order No. 658 of 28 November 1975).
PUB DATE- 86
NOTE- 6p.; For a related document, see SO 024 899.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Core Curriculum; Course Content; Curriculum Guides; Elementary Secondary Education; Foreign Countries; *Government School Relationship; *National Curriculum; *Required Courses
IDENTIFIERS- *Denmark; *Folkeskole

This brief pamphlet describes the regulations applying to instruction in the optional subjects of the "Folkeskole," as of June 1975. Pupils in the 8th to 10th forms may be offered instruction in the following subjects and topics: (1) Typing; (2) Photography; (3) Drama; (4) Film; (5) History; (6) Geography; (7) Biology; (8) Creative Art; (9) Music; (10) Handicraft; (11) Woodwork; (12) Home Economics; (13) Motor Knowledge; and (14) Vocational Studies. In addition, students can be offered instruction in electronics as long as the emphasis is on the practical/technical aspects of the subject, and in child care as a separate subject or in conjunction with home economics without special authorization. Aims for each course are listed. (EH)

ED 382 506 SO 024 924

Ballard, Lizabeth B.; Anderson, Ray
Two for One: Integrating American History and English III.
PUB DATE- 94
NOTE- 8p.; Paper presented at the Annual Meeting of the Center

ED 382 529 SO 025 038

Antidote: Civic Responsibility. Maine Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 14p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Maine; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Maine state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 530 SO 025 039

Antidote: Civic Responsibility. Maryland Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 18p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Maryland; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Maryland state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 554 SO 025 063

Antidote: Civic Responsibility. Virginia Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 15p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- Phi Alpha Delta Law Fraternity; *Virginia

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Virginia state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 555 SO 025 064

Antidote: Civic Responsibility. Washington Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 16p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- Phi Alpha Delta Law Fraternity; *Washington

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Washington state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC) discrimination based on sex. Provincial jurisdictions may offer legislation more stringent than that reflected in the Canadian code. Recourse for acts of sexual harassment through the courts is sought by alleging discrimination. The judicial system's legal definition of sexual harassment addresses both the direct harassment between the harasser and the harassed and the indirect harassment that creates the offensive, sexist environment detrimental to comfort and productivity. Sport, for a number of historical, cultural, and social reasons, has generally been dissociated from the issue of sexual harassment. In November 1993, the Canadian Broadcasting Corporation put a crack in the wall of protection with their investigation of sexual harassment in athletics and the airing of their documentary "Crossing the Line." Legal complaints are expected to become more frequent as a result, and most sport organizations prefer prevention and early resolution rather than court proceedings. Prevention efforts involve the development of organizational policy, education, and communication of a zero tolerance. An appendix offers a summary of Canadian law as it relates to sexual harassment. (Contains 11 references.) (JDD)

ED 382 574 SP 035 911

Renker, Lorraine
The Process of Teaching Therapeutic Horseback Riding.
PUB DATE- 93
NOTE- 27p.; This paper includes information presented at the Annual Conference of the North American Riding for the Handicapped Association (Lexington, KY, November 14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Horseback Riding; *Instruction; Surveys; Teacher Competencies; Teacher Effectiveness; Teaching Methods; *Teaching Skills; *Therapeutic Recreation

Therapeutic horseback riding for persons with disabilities provides physical, mental, social, and emotional benefits. Most research in this area has focused on the product or benefits of therapeutic riding, while the process of teaching horseback riding has received little attention. Research from the fields of regular education, special education, physical education, and adapted physical education is reviewed and applied to the process of teaching therapeutic horseback riding. A survey of 17 therapeutic horseback riding instructors and 22 riding instruction evaluators is reported, revealing that instructors tended to view therapeutic riding instruction as an art and evaluators tended to view therapeutic riding instruction as a profession, and that instructors need to improve their skills in order to improve effectiveness. Ratings of instructional skills of riding instructors indicated that safety was rated as the most important skill by both instructors and evaluators, and modifying instruction to accommodate student needs was second, with other rankings varying between the two groups. A review of equestrian books containing information for horseback riding instructors demonstrated only a cursory review of riding instructor qualities. The therapeutic riding industry is urged to take up the challenge to identify meaningful relationships between effective teaching and student learning. (Contains 28 references.) (JDD)

ED 382 575 SP 035 913

is "Celebrating Roots: Sesquicentennials and the Distinctiveness of the Liberal Arts College" by John S. Whitehead with additional comments by Jurgen Herbst and David B. Potts. It suggests that historians face a major challenge in reconciling the college-university dichotomy. The second paper is by Ted I. K. Youn and Karyn A. Loscocco and is titled "Institutional History and Ideology: The Evolution of Two Women's Colleges." It compares the contrasting decisions of two women's institutions, Wheaton College (Massachusetts) and Russell Sage College (New York), as they considered moving to coeducation in the light of each institution's history. Next, Yuval Dror in "The Hebrew Technion in Haifa, Israel (1902-1950): Academic and National Dilemmas" examines the role of the small technological institute in national development. The fourth paper, "Requiem for a Pioneer of Women's Higher Education: The Ingham University of Le Roy, New York, 1857-1892" by Richard L. Wing, points out the importance of the goals set during the founding period for understanding subsequent institutional history (and eventual demise). A final review essay, "Places Where Status Is Sought" by Nancy Hoffman, reviews books on the history of teaching, tracing the development of schools of education. (Individual papers contain reference notes.) (DB)

ED 382 114   HE 028 315

History of Higher Education Annual. Volume Twelve.
PUB DATE- 92
NOTE- 130p.; For volume 10, see ED 347 870. For volumes 11-14, see HE 028 314-317.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Role; Communism; *Educational Development; *Educational History; Foreign Countries; Governance; Government School Relationship; Higher Education; *North American History; Public Colleges; State Universities; United States History
IDENTIFIERS- Illinois; Soviet Education; Soviet History; University of California; USSR

This annual compilation offers six articles on the history of higher education. In the first article, "The Historical Matrix of American Higher Education," Roger L. Geiger provides an overview of the history of American higher education. Following it, E. D. Duryea, Jurgen Herbst, and W. Bruce Leslie comment on his hypothesis which identifies eight "generations" in higher education from 1637 to World War II. The next paper is by Geraldine Joncich Clifford and is titled "No Shade in the Golden State: School and University in Nineteenth-Century California." It analyzes the complex relationship between the University of California and its environment, including demographic, economic, and political forces. In "Conflict and Community in Soviet Institutes of Higher Education, 1921-1928," Peter Konecny examines the relationship between the communist party, state educational apparatus, and local leaders of higher education in Leningrad during the years of the New Economic Policy. Next, Jurgen Herbst in "Translatio Studii: The Transfer of Learning from the Old World to the New" looks at the history of higher education in North America, prior to the American Revolution. Carol Everly Floyd, in "Centralization and Decentralization of State Decision Making for Public Universities, Illinois 1960-1990," considers the forces that dictated the complex "balance of power" and "system of systems" approaches to the governance of public higher education in Illinois. The last article, "The Not-So-Old-Time College" by

PUB DATE- Dec 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; Computer Networks; Faculty Development; Higher Education; *Institutional Mission; Interstate Programs; Long Range Planning; Minority Group Teachers; *Organizational Objectives; *Program Descriptions; Regional Cooperation; Regional Planning; Regional Programs; Risk Management; Scheduling; Student Exchange Programs; Telecommunications; Women Faculty
IDENTIFIERS- Compact for Education; Illinois; Kansas; Michigan; *Midwestern Higher Education Commission; Minnesota; Missouri; Nebraska; Ohio; *United States (Midwest); Wisconsin

This publication describes the Midwestern Higher Education Commission and its programs, lists its commissioners and reproduces the compact that established it. A description of the commission notes that its member states are Illinois, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, and Wisconsin; and that it is an instrument of the collective member states with a mission to improve higher education opportunities and services in the midwest region. The commission works to accomplish this mission through cooperative interstate initiatives led by program committees comprised of state institutional leaders. Commission programs described include projects in telecommunications (including the Virtual Private Telecommunications Network, and the Interactive Video Program), student exchange (Midwest Student Exchange Program), risk management (Master Property Program, an insurance offering), minority faculty development, women in higher education, academic scheduling software, academic position networks, and future directions. A list groups commissioners by state and offers the address, telephone number, and fax number of each. The text of the Midwestern Regional Education Compact which established the commission is included as is a discussion of education compacts in general and the work of three other regional education compacts in the South, the West, and New England. (JB)

ED 382 134 HE 028 335

Goodman, Louis W.; And Others
Undergraduate International Studies on the Eve of the 21st Century.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Dec 94
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Area Studies; Colleges; Curriculum Design; *Curriculum Development; Educational Innovation; Educational Trends; *Global Education; Higher Education; Instructional Innovation; Intellectual Disciplines; *International Studies; National Surveys; Program Descriptions; *Undergraduate Study; Universities

This study seeks to examine the manner and extent to which the United States' leading higher education institutions are adapting their undergraduate international studies and area studies degree programs to the realities of the post Cold War world. The study used data provided by a 1994 survey of nearly

(N=302) and faculty (N=28) at five institutions of higher education (two public and three private) in Guadalajara, Jalisco, Mexico. The study explored first, whether respondents believed there are significant quality differences between private and public universities and, second, what factors, in their opinion, determine higher educational quality. A review of local and national newspapers also examined what educational quality means to various interest groups (teachers, parents, educational authorities, researchers, and employers). This review concluded that there was no unidimensional measurement for educational quality with its appraisal depending heavily on individual values and expectations as well as the relative importance given to each element of the educational process (e.g., curriculum, faculty, institutional organization, measurement of results, and available resources). Data obtained from the questionnaire also supported this conclusion. Neither students nor academic staff perceived private education as being of higher quality than public education. In fact, a preference for public education was indicated. (DB)

ED 382 154 IR 016 970

Harris, John; And Others
Innovations for Federal Service: A Study of Innovative Technologies for Federal Government Services to Older Americans and Consumers. Final Report.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Feb 93
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cost Effectiveness; *Federal Programs; Federal State Relationship; *Information Services; *Information Technology; *Older Adults; Private Sector; Program Evaluation; *Program Improvement; Public Agencies; Public Opinion; Strategic Planning; Surveys; Technological Advancement
IDENTIFIERS- Congress; Food Stamp Program; Office of Technology Assessment; Social Security Administration

This document focuses on technologies that can be used to improve federal government services. Reference Point, a foundation based in New Jersey, was chosen by the Office of Technology Assessment of the U.S. Congress to study the application of advanced information. The applications selected for the study were: Electronic Information Clearinghouse, Print-on-demand Document Fulfillment, Public Access Points, Audiotex Services, Smartcard and Electronic Benefit Transfer, Transaction Clearinghouse, Electronic Forms, and Cablecast. A general survey revealed strong interest in the application of new technologies for alternative service deliveries; the most highly rated was the cluster of applications that unified information and offered new means to disseminate it. Convenience, encyclopedic completeness, and timeliness were identified as the key values for all who need access to federal information. Efficiency and the "new and wider" channel of distribution were the key values for the federal agencies. Case studies were conducted on: strategic planning of technology in Social Security administration; electronic benefits transfer technology for food stamps; and public information services in the Consumer Information Center. Findings suggest that electronic service delivery represents both alternatives or replacements to current delivery and new services; government-wide utilities may be more cost-effective than those of are provided on the following topics: programs for special needs students; virtual realities; funding opportunities; videodiscs; future programs and perspectives; telecomputing; computer networks in the classroom; human infrastructures and interfaces; creating schedules with artificial intelligence; a management information system; a classroom instructional technology center; teacher training; student response journals; teachers and telecommunications; interactive electronic learning; integrating multimedia applications; exploring native cultures; implementation strategies; multimedia lesson planning tools; multimedia and hypermedia projects; electronic mail; global learning; local area networks; gender-free perspectives; for-profit schools; computer simulation of laboratory instruments; connecting students and the community; multimedia for bilingual children; technology leadership in school library media specialists and school administrators; electronic versus print textbooks; distance education; online systems selection; empowering students; computer literacy; information needs; musical and artistic applications; teaching and learning with technology in the classroom; research and development; international perspectives; rights and responsibilities for electronic learners; environmental awareness; critical thinking; collaborative learning; desktop publishing; restructuring; and improving student performance. In addition, the NECC '93 committees and the NECA Board of Directors and Committee are listed. Subject and presenter indexes are also included. (AEF)

ED 382 174   IR 017 110

Wesley, Marion T., Jr.; Franks, Melvin E.
The Virtual Classroom and Vertically Integrated Technology Training for Education: New Paradigms for Telecommunications Technology Training of School Personnel.
PUB DATE- 94
NOTE- 33p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Nashville, TN, November 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Attitudes; *Computer Networks; Cooperation; Discussion Groups; Electronic Mail; Information Networks; *Inservice Teacher Education; Integrated Curriculum; Pilot Projects; *Teacher Student Relationship; *Telecommunications; *Training Methods
IDENTIFIERS- Internet; *Vertically Integrated Technology; *Virtual Classrooms

Two new training and development initiative practices addressing telecommunications (Internet) training for education are presented: the Virtual Classroom and Vertically Integrated Technology Training (VERITTE). These techniques may be applied separately or in combination to develop competencies and positive attitudes among school personnel toward use of telecommunications in education. The Virtual Classroom seeks to apply telecommunications to enhance interconnectedness of classrooms, students, and teachers to each other and the outside world, thereby enhancing the learning resources of schools. It involves an elaboration of the electronic discussion group commonly implemented between individuals and groups on the Internet, and ideas are shared through the use of electronic mail and other electronic communication techniques.

of the sample used a computer program to identify ages from entries with Library of Congress call numbers in 11 elementary schools. Seventeen figures illustrate general findings. Appendix 1, "Survey Forms," contains the original survey, directions for using the computer program, and the 5/93 refined survey. Appendix 2, "Results Report," consists of the letter to participating librarians and principals, sample of individual school results chart, and a blank form for individual school use. A third appendix offers results by individual school, arranged by level (elementary, middle/junior, and high school), then alphabetized within level by parish, then name of school. Contains 15 references. (Author/MAS)

ED 382 192 IR 055 347

Books for the Teen Age, 1994.
PUB DATE- 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Novels; *Public Libraries; *Reading Materials; Secondary Education; Short Stories
IDENTIFIERS- *New York Public Library

Published yearly and based on requests by adolescents, this document provides a list of approximately 1,250 books in the New York Public Library for teenagers; each source is followed by a brief description. New titles for 1994 are marked with an asterisk. Some of the subjects covered under five broad divisions (the creative spirit, science, here/now, one world, and action and adventure) are: humor, science fiction and fantasy, drama, dance, art and architecture, music, mystery and suspense, horror, poetry, film, photography and video, historical fiction, novels and short stories, science in general, archaeology, astronomy, biology, chemistry, the mind, mathematics, computers, crime and justice, drugs, overcoming odds, war and peace, world history and social studies, crafts and games, and sports. An index of titles is included. (Author/AEF)

ED 382 193 IR 055 379

Ridley, Dennis R.; And Others
University Library Browsing: A Study Illustrating a Methodology.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; *College Libraries; Higher Education; Library Circulation; *Library Materials; *Library Research; *Measurement Techniques; Users (Information); *Use Studies
IDENTIFIERS- *Browsing

Previous studies on use of library materials based on borrowing behavior failed to address the issue of how the measurement of library book use might be expanded to a broader definition of use, specifically to include browsing behavior. The development of a non-obtrusive and accurate measurement for browsing behavior has remained a challenge. Research involved an adaptation of a counter-espionage technique, called a "tell-tale": small unobtrusive slips of paper were placed in selected library volumes. Movement or loss of the tell-tale indicated browsing within the volume. Sampling technique for the 133

Linking Asian/Pacific Collections to America. Proceedings of the Asian/Pacific American Librarians Association (14th, Miami Beach, Florida, June 25-27, 1994).
PUB DATE- 95
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agency Cooperation; *Asian Americans; *Asian Studies; Databases; *Library Collections; Library Cooperation; Online Catalogs; *Pacific Americans; *Shared Library Resources
IDENTIFIERS- Asian Pacific Americans Librarians Association; *Asia Pacific Region; International Federation of Library Associations; Library of Congress; New York Public Library; OCLC

The Asian/Pacific population in the United States is growing. Therefore, it is important to know what types of collections and facilities are available for ethnic groups within U.S. libraries. This is the issue addressed by the Asian/Pacific Librarians Association (APALA) at this conference. The four speeches are: "Redefining 'Asia/Pacific' in the Life of APALA and the Working of the IFLA" (Kul B. Gauri), which urges cooperation between the organizations to help Asian/Pacific region libraries and librarians; "Linking the Asian Collections Through Technology: A View from OCLC" (Andrew H. Wang), which outlines OCLC's efforts to link Asian collections through online systems for the benefit of scholars of both the east and the west; "Asian Collections and Services of the Library of Congress" (Warren Tsuneishi), which describes the Library of Congress' collections themselves, acquisitions and cataloging processes, staff members, and reference and research aspects of the Asian collections; and "Orientalia Collections in the New York Public Library" (John M. Lundquist), which gives a history of the development of the collection and the service provided by its staff. An introduction to APALA provides information on the background and activities of the association. Additional information includes: information on conference speakers; APALA committees for 1993-1994; APALA program for the 1994 conference; and APALA presidents 1980-1994. (MAS)

ED 382 213   IR 055 507

Lipnack, Jessica; Stamps, Jeffrey
The Age of the Network: Organizing Principles for the 21st Century.
PUB DATE- 94
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administration; Change Strategies; Communications; Cooperation; Futures (of Society); Information Networks; Management Development; *Organizational Change; *Organizational Development; *Teamwork; Trend Analysis

A practical view is offered to leaders, managers, and teams of how to think about their companies and reinvent them without losing the value and knowledge embedded in their current organization. Organizations can break through challenges and recognize entirely new business opportunities through the creation of interlocking, boundary-crossing teams. Advice and insights are offered for starting the process of creating a networked environment, including focusing on five essential with 3.4% of the students at the francophone CEGEP's and 27.1% of the students at the anglophone CEGEP's having native languages other than English or French. Chapter I also provides a review of the research on ethnic diversity at the college level, presents the objectives of the study, and defines terms. Chapter II looks at the theoretical literature on intercultural, multicultural, or multiethnic education, looking at general objectives and objectives specific to Quebec. Chapter III reviews the research methodology, which involved a survey of and interviews with social science and letters instructors regarding their intercultural instructional practices. Chapter IV describes these practices by discipline, including descriptions of individual programs within the social science, humanities, English, and modern language blocks. Information is also presented on the courses involved, objectives pursued, themes covered, cultures studied, perspectives adopted, pedagogical methods employed, and instructional resources used. Chapter V summarizes the needs expressed and solutions proposed by the respondents. After chapter VI provides an interpretation of the findings, conclusions are presented about the research itself. The questionnaire and data analyses are appended. The reference section and bibliography contain 138 citations. (AC)

ED 382 231 JC 950 084

Conseil des colleges: Douzieme rapport annuel, 1990-1991 (Council of Colleges: Twelfth Annual Report, 1990-91).
PUB DATE- 91
NOTE- 33p.; For the Thirteenth and Fourteenth Annual Reports, see JC 950 085-086.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Evaluation Research; Foreign Countries; Program Evaluation; State Action; *State Agencies; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Conseil des Colleges PQ; *Quebec

This report reviews the 1990-91 activities of Quebec's Council of Colleges and its commissions on evaluation and vocational education. Part 1 focuses on the Council of Colleges and its mandate, composition, internal organization, activities, meetings, consultations, nominations to the Council and its commissions, advisory and research reports, communications, and plan of action for 1991-92. Parts 2 and 3 deal with the two commissions, providing for each information on their mandates, composition, activities, meetings, priorities, and plan of action, and advisory reports. The section dealing with the Commission on Evaluation also includes information on reports submitted to the Council of Colleges and research activities. Appendixes provide brief summaries of Council reports on English instruction in Anglophone colleges, requests for vocational program authorization in 1991-92, revised and new programs, adult education, implementation of institutional policies on the evaluation of learning, and the effectiveness of the vocational function in the province's public colleges. (AC)

ED 382 232 JC 950 085

Conseil des colleges: Treizieme rapport annuel, 1991-1992 (Council of Colleges: Thirteenth Annual Report, 1991-92).
PUB DATE- 92

rates for each year of the CSCC's Transfer Assembly were 23.7% for students entering in 1984; 23.6% for the 1985 cohort; 23.4% for the 1986 cohort; 22.6% for the 1987 cohort; 22.1% for the 1988 cohort; and 21.2% for the 1989 cohort. Differences in high school graduation, college participation, and college graduation rates by members of various ethnic groups were reflected in the transfer-rate data, which shows a 12.5% transfer rate for Black students, a 12.4% transfer rate for Hispanic students, a 23.4% transfer rate for White students, and a 23.6% transfer rate for Asian students. A variety of factors influences differences in transfer rates between states and institutions, including organizational patterns, effectiveness of transfer center staff, university admissions criteria, and a history of high transfer rates. Contains nine references. (KP)

ED 382 249   JC 950 231

Gershaw, David A.
Mastermind: An Activity for Becoming Aware of Negative Mental Sets.
PUB DATE- 23 May 94
NOTE- 19p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (16th, Austin, TX, May 22-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Community Colleges; Critical Thinking; *Educational Games; *Mental Rigidity; Outcomes of Education; *Psychology; *Student Attitudes; *Student Reaction; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Mastermind (Game)

Since 1974, the game, Mastermind, has been a partial requirement for an introduction to psychology course at Arizona Western College. The game is designed to help students become aware of negative mental sets and apply critical thinking skills, and requires students to duplicate a code consisting of four different colored pegs arranged in a particular order. With each attempt to solve the code, they are given feedback via white and black pegs to provide information for subsequent attempts. Students play until they complete three games and then write a paragraph describing the relationship of the game to psychology. Outcomes were analyzed for 335 students completing the course and the Mastermind requirement between fall 1980 and spring 1982 and for 141 completing between summer 1992 and spring 1993. Results included the following: (1) for both groups, 69% had never played the game before, but experience with the game was not shown to have a significant effect on fulfilling the outcome; (2) with respect to the number of games needed to reach three successful attempts, the mean, median, and mode for both groups were all between four and five games; (3) regarding the relationship of the game to psychology, 50% of the first sample cited its relation to logic or thinking, compared to 39% of the second group; (4) 14.3% of the first, and 12.8% of the second, found a relationship to negative sets of thinking; and (5) for both samples, 59% thought the game was worth the time and effort, 28% did not think so, and 13% did not respond. (The Mastermind student questionnaire and background information on the game for tutors

Administrators at two-year college and secondary area vocational centers accredited by the Southern Association of Colleges and Schools were surveyed regarding their institutions' actual and ideal involvement in 29 economic development activities. Usable data were collected from 345 administrators, and data from 75 respondents were further analyzed for differences between states (7 Alabama and 68 non-Alabama), type of college (50 community college and 25 technical college), and interaction of state by type of college. The study found that Alabama administrators tended to perceive themselves to be doing less than they should for economic development, while non-Alabama administrators tended to perceive themselves to be doing more. Both community and technical college administrators tended to perceive themselves as doing more for economic development than they should. The survey instrument is included. (KP)

ED 382 268 JC 950 251

Fullen, Jim, Ed.
OATYC Journal, Vol. XIX, Nos. 1-2, Autumn 1994-Spring 1995.
PUB DATE- 95
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Articulation (Education); *Classroom Techniques; College Curriculum; College Instruction; Community Colleges; Computer Software; Computer Uses in Education; Corporate Education; *Critical Thinking; Curriculum Development; Engineering Technology; Instructional Innovation; Program Improvement; School Business Relationship; *Teaching Methods; *Total Quality Management; *Two Year Colleges; Vocational Education
IDENTIFIERS- *Ohio

This journal provides a medium for sharing concepts, methods, and findings relevant to the classroom, and an open forum for the discussion and review of problems. This volume consists of the fall 1994 and spring 1995 issues and provides the following articles: (1) "FOCUS: Ohio University-Lancaster, the Center of a Vital and Growing Community," by Jennifer D. LaRue; (2) "Strengthening Our Community Ties: Corporate Training Programs," by Thomas Preisser; (3) "Can Critical Thinking Survive in a Climate of Political Correctness?" by Donald S. Langford; (4) "Transfer and Articulation within Colleges and Universities," by Carolyn Prager; (5) "Implementing TQM in Two-Year Colleges," by Ralph W. Lindeman; (6) "FOCUS: The Ohio University Eastern Campus: Meeting the Needs of the Citizens of Southwestern Ohio," by Michael Kaiser; (7) "Alice, Where Were You? or Windows Is Wonderland," by Martin Siegel; (8) "Tech Prep: An Educational Option for Success," by Valerie Frear; (9) "CQI: Continuous Quality Improvement/Customer Quality Improvement," by Bernard C. Nye; (10) "Dubious and Wasteful Academic Habits," by Gerald Graff and Michael Berube; and (11) "Diversity in Engineering Technology Curriculum: Networking and Computer Repair," by Gene Craft. Each issue also contains articles by two educators representing conflicting positions on selected issues; this volume addresses the effectiveness of methods and rewards for scholarly activities in the two-year college and assuring the integrity of distance learning courses and degrees. (KP)

ED 382 269 JC 950 253

Glass, Ruth S.; Bullock, Thomas K.

illness problems; (4) summer enrollees were less likely to withdraw because of falling behind on coursework or grades; however, inconvenient course times were often given as reasons for withdrawal; (5) close to 50% who completely withdrew from WRHC cited personal, family, or illness problems and job-related issues; (6) there was a lower percentage of withdrawals during the summer semester than during the spring and fall semester (11% versus 14%); (7) 32% indicated they had never consulted a counselor in the 2 years previous to withdrawal; and (8) 40% never talked to a counselor while at WRHC. Extensive data tables and the survey instrument are included. (KP)

ED 382 286 JC 950 272

Lucas, John A.; Meltesen, Cal
Longitudinal Study of Harper College Students, 1983 to 1993. Volume XXIII, No. 2.
PUB DATE- Sep 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Asian Americans; Black Students; College Graduates; College Transfer Students; Community Colleges; Comparative Analysis; *Enrollment Trends; Full Time Students; Grade Point Average; Hispanic Americans; Longitudinal Studies; Minority Groups; Part Time Students; *Student Characteristics; Two Year Colleges; *Two Year College Students; White Students
IDENTIFIERS- Asian American Students; Hispanic American Students; William Rainey Harper College IL

A longitudinal study was conducted at William Rainey Harper College (Illinois) to observe the performance and achievement of all credit students entering the college from fall 1983 through fall 1993. Study findings included the following: (1) 77% of full-time students returned to school at a later date for 1 year or more; (2) the 77% retention rate held true for all races, genders, and program categories, other than Blacks, Hispanics, and older students; (3) the part-time student persistence rate was 52%; (4) full-time students completed an average of 33 credit hours, while part-time students completed approximately 10 credit hours; (5) close to 40% of all full-time students graduated; (6) most part-time students did not enroll intending to graduate; (7) grade point averages (GPA's) were influenced by student age at entrance; (8) part-time students who entered when they were under 21 years of age had a GPA of 1.80, those between 21-34 averaged 2.44, and those 35 or older averaged 2.85; (9) grade point averages of part-time students were higher than full-time students (2.35 compared to 2.18); (10) regardless of full-/part-time status, female students had higher GPA's than males; (11) female part-time students outnumbered male part-time students; (12) Asian full-time students had a GPA of 2.36, compared to 2.19 for Whites, and 1.84 for Blacks and Hispanics; and (13) between 1983 and 1993, there was an increase in the full- and part-time enrollment of minorities at WRHC, mostly among Asians, Blacks, or Hispanics. (KP)

ED 382 287 JC 950 273

Lucas, John A.; Meltesen, Cal
Follow-Up Study of Former Students Who Began in the Years 1987

session has six sequential stages in which students work at their own pace so that they will become familiar with and confident in understanding and using new skills: joining together, review time, instruction time, practical activities, quiet time, and reflection time. Part 3 includes activities such as stretching exercises, loosening-up routines, breathing exercises, and guided imagery exercises. Part 4 suggests ways parents can help their child relax, including simple home activities. Part 5 includes instructions for a parent information workshop, notes for parents, suggestions for further reading and music, masters for overhead transparencies, student workbook, and certificate. (DR)

ED 382 305 PS 022 888

Johansen, Anne S.; And Others
Analysis of the Concept of Primary Care for Children and Adolescents: A Policy Research Brief.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Child Health; Community Health Services; Comprehensive Programs; Cultural Awareness; *Definitions; Family Involvement; Health Needs; Medical Services; *Primary Health Care; Public Policy
IDENTIFIERS- Developmentally Appropriate Programs

This document examines the 10 essential attributes of primary health care contained in the U.S. Maternal and Child Health Bureau's definition of primary care. Primary care for children and adolescents is personal health care delivered in the context of family, culture, and community; the range of services meets all but the most uncommon health needs of the individuals and families being served. Primary care includes first contact care, and is continuous, coordinated, comprehensive, community oriented, family centered, accessible, culturally competent, developmentally appropriate, and accountable. Research focusing on the benefits of each of these attributes is discussed. It is argued that the health of children will greatly improve if every child has a primary care provider who provides care that is characterized by all 10 attributes. Contains 61 references. (MDM)

ED 382 306 PS 022 906

Otitis Media with Effusion in Young Children. Clinical Practice Guideline, Quick Reference Guide for Clinicians, and Parent Guide, Consumer Version, Number 12.
PUB DATE- Jul 94
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Child Health; Clinical Diagnosis; *Hearing (Physiology); Hearing Conservation; Hearing Impairments; *Infants; Medical Services; *Toddlers
IDENTIFIERS- *Otitis Media

parental functioning and confidence, the study found a correlation between individuation and parenting confidence. The results suggest that parent education programs need to stress personal competence as well as parenting education. Program activities should also promote individuation and self-definition in family-of-origin and family-of-procreation, identify and build on family strengths, identify and develop family resources, help parents establish permeable boundaries with their family-of-origin and family of procreation, and guide parents to realize the changes necessary as they and their children grow through the family and individual life cycles. (MDM)

ED 382 325 PS 023 083

Bauch, Jerold P.
Voice-Based Technology for Parent Involvement: Results and Effects.
PUB DATE- 10 Nov 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Student Relationship; *Program Effectiveness; Program Evaluation; Teacher Attitudes; *Telephone Communications Systems
IDENTIFIERS- Indiana; *Voice Mail

A study was conducted to implement and evaluate the Transparent School Model for improving parent involvement in nine Indiana schools. The Model uses computer-based voice messaging to exchange information between teachers and parents. Teachers record a brief message for parents that describes what was taught, special learning events, homework assignments, and other vital information. Parents can call and hear the message at any time from any phone. Teachers can also record messages for parents that will be stored in the computer system and automatically delivered by phone to the students' homes. These "outcalls" are used to send home good news, for organizational and emergency notification, attendance monitoring, and so on. As part of the project, the daily frequency of parent calls to each teacher's mailbox was accumulated by week, month, and year. Survey and questionnaire data were collected from about 250 teachers and 500 parents. Student achievement data from two project schools and two control schools were also analyzed. Results indicated that the project schools that showed high fidelity to the model and had higher levels of teacher and parent participation showed positive effects in parent attitudes, higher levels of parent-teacher interaction, and significant improvement in math and reading scores. There was also a direct relationship between teacher use of the technology and the frequency of parent-initiated contacts. (Author/HTH)

ED 382 326 PS 023 085

School Volunteer Resource Guide.
PUB DATE- Jan 95
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Volunteer Programs in California Public Schools.
PUB DATE- 94
NOTE- 89p.; Prepared by the School Interventions and Educational Options Unit.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Community Involvement; Elementary Secondary Education; Family Influence; Family School Relationship; Older Adults; Parent Student Relationship; Program Descriptions; *Public Schools; *School Community Relationship; Voluntary Agencies; *Volunteers
IDENTIFIERS- California; Program Characteristics; *Voluntary Participation

Based on the premise that volunteer programs provide benefits to the educational process, this document compiles various volunteer service programs in all school districts in California. The programs submitted were rated on criteria such as: (1) the program's description; (2) the program's goal; (3) the degree to which students benefitted; (4) the nature of services provided by volunteers; (5) the degree of volunteers' integration into the educational program; and (6) the degree to which the program supported the school's educational program. Additional consideration was given to programs that supported at-risk student populations. The document describes five kinds of programs listed by type of involvement of volunteers: (1) programs involving business and industry partnerships; (2) programs involving citizen-based and community-based organizations; (3) programs involving college and university students; (4) programs involving parents; and (5) programs involving senior citizens. Each program description lists the program title, its address, contact information, and the program mission and characteristics. A list of publications available from the California State Department of Education is included. (AP)

ED 382 347 PS 023 179

Georgiady, Nicholas P.; Romano, Louis G.
Focus on: Successful Characteristics of a Middle School.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Educational Quality; Elementary School Students; Flexible Scheduling; Guidance Programs; Independent Study; Intermediate Grades; Junior High Schools; Junior High School Students; *Middle Schools; Preadolescents; Program Improvement; School Community Relationship; Self Contained Classrooms; Social Experience; Student Evaluation; *Student Needs; Team Teaching; Time Blocks
IDENTIFIERS- Developmentally Appropriate Programs; *Middle School Students; *Program Characteristics

Noting that many middle schools do not pay sufficient attention to the emotional, physical, and social development of their students, this booklet presents characteristics of successful middle school programs, as recognized by scholars in the middle school movement. Each characteristic is accompanied by an were 36 children in fifth and sixth grades. The subjects completed a 30-item questionnaire on perceptions of themselves and their classmates along 3 factors: academic achievement, communication skills, and popularity. To measure actual communication ability, a discourse analysis was made of each child's spontaneous speech from tape-recorded discussions with peers. Correlations indicate that conversational ability was quite unrelated to either peers' or self ratings for either age group. In the discourse analysis, talking time and number of turns did not always discriminate between "good" and "poor" talkers. Results suggest that children tend to relate popularity, academic ability, and communicative skill, but these perceptions are not related to measured pragmatic skills. The questions used in the complete questionnaire and the Discourse Analysis (adapted from Damico) are appended. (HTH)

ED 382 367 PS 023 246

MacDonald, Christine D.
Overall Accuracy of Children's Awareness of Peer Perceptions.
PUB DATE- Mar 95
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Elementary School Students; *Interpersonal Relationship; Peer Acceptance; *Peer Evaluation; *Peer Relationship; *Self Evaluation (Individuals); *Social Cognition; Sociometric Techniques
IDENTIFIERS- *Sociometric Status

Recent research has noted the importance of being able to correctly interpret social situations in order to respond appropriately in social interactions. This study examined whether social perception--accurate awareness of peers' perceptions--is a global trait or a context-specific ability. Specifically, the study examined individual differences in children's overall accuracy of social perception. Subjects were 175 public school students in grades 1 through 5. Each child completed three tasks evaluating same-sex classmates: positive sociometric nominations (three children you "like best"); sociometric ratings (on a six-point scale, ranging from "like very much" to "like very little"); and Revised Class Play (RCP) behavior nomination (nominating same-sex peers that best fit each of 30 behavior descriptions). To assess the children's awareness of their peers' perceptions of them, the children also were given a perspective-taking version of each of these measures, on which they indicated, for example, who might nominate them and what rating they might receive. Results of analyses indicated that older children and females scored higher on overall accuracy than other children, regardless of sociometric status or behavioral profile. There were no differences among children in their overall accuracy of social awareness based on either their sociometric status or their scores on the RCP scale. Findings suggest that social perception does not develop as a single ability, but should be examined with regard to specific domains or contexts. Contains 10 references. (Author/HTH)

ED 382 368 PS 023 247

Handforth, K. Clare

middle school setting that was 84 percent white. One strategy included human relations training of 50 students, who formed a Cultural Awareness Group within the target population. The second strategy was the creation and introduction of a multicultural curriculum in the Interdisciplinary Middle School Program for Advisement, Counseling, and Teaming (IMPACT) classes. All program objectives were met, with the target group's cultural awareness increased and their prejudice decreased. Appendices include a 12-session IMPACT curriculum, a school needs assessment, statistical information relating to the objectives, and copies of various memos necessary for the successful completion of the project. (Author/DR)

ED 382 387 PS 023 282

Multicultural Principles for Head Start Programs.
PUB DATE- 5 Mar 91
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Role; Cultural Awareness; Cultural Background; *Cultural Pluralism; *Educational Principles; *Multicultural Education; Preschool Curriculum; *Preschool Education; Relevance (Education)
IDENTIFIERS- *Project Head Start

This report outlines 10 multicultural principles for Head Start preschool programs and ancillary services. It asserts that Head Start programming should: (1) treat every child as an individual; (2) represent the cultural groups in the community; (3) emphasize accurate information about cultural groups and discard stereotypes; (4) address cultural relevance in making curriculum choices; (5) allow individuals to retain their cultural identity; (6) provide for native language instruction and the acquisition of English for children with limited English ability; (7) have staff that reflect the culture of the community and families served; (8) allow children to develop respect for and understanding of other cultures; (9) examine and challenge institutional and personal biases; and (10) ensure that culturally relevant and diverse programming and practices are incorporated in all components and services. (MDM)

ED 382 388 PS 023 283

Yau, Maria; And Others
School Climate & Conflict Resolution: A Survey of the Toronto Board of Education's Elementary Schools (1994).
PUB DATE- Mar 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Conflict; *Conflict Resolution; *Educational Environment; *Elementary School Students; *Elementary School Teachers; Foreign Countries; Intermediate Grades; Junior High Schools; *Junior High School Students; Peer Relationship; School Surveys; Sex Differences; Student Attitudes; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Peer Mediation; Toronto Board of Education ON

PUB DATE- May 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Check Lists; *Early Childhood Education; *Portfolio Assessment; Student Development; *Student Evaluation; Student Records
IDENTIFIERS- ERIC Digests; *Performance Based Evaluation; *Work Sampling System (Meisels)

Performance assessment offers an approach to assessment different from that of group-administered standardized tests by documenting activities in which children engage on a daily basis. Flexible enough to reflect individual academic achievement and designed to evaluate elements of learning not captured by standardized tests, the Work Sampling System offers an exemplar of how performance assessment works in early childhood and the primary years. This system assesses and documents children's skills, knowledge, behavior, and accomplishments across a variety of education domains and as manifested on multiple occasions. It consists of three components: (1) developmental guidelines and checklists; (2) portfolios; and (3) summary reports. The developmental guidelines and checklists assist teachers in observing and documenting children's progress across seven domains of development. These domains are divided into functional components, each of which contains performance indicators that represent important skills, knowledge, behaviors, and accomplishments. The guidelines that accompany the checklists make the process of observation more reliable and consistent. The checklists and guidelines create a profile of children's individualized progress. Portfolios, which are collections of children's work, provide a rich documentation of each child's experiences throughout the year. In the Work Sampling System, portfolio collections are based on two types of work: core items, which represent a particular area of learning within a single domain; and individualized items, which offer examples of children's work across domains. Summary reports, completed three times a year, consist of performance and progress ratings in each domain, and teachers' reflections and comments about the child's development. They are a means of translating the information in the checklists and portfolios into a more easily understood document for parents, teachers, and administrators. Contains seven references. (BC)

ED 382 408   PS 023 348

Grymes, Joanna M.; Lawler-Prince, Dianne
Kindergartners from Intact and Non-Intact Families: Some Comparisons.
PUB DATE- Nov 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family Influence; *Family Structure; Kindergarten; *Kindergarten Children; One Parent Family; *Peer Relationship; Predictor Variables; Primary Education; *Self Concept

Noting that family structure has an impact on a child's development, this study investigated the relationships among against economic inequality. The book's goal is to contribute to a meaningful discussion about poverty in America, a topic that cannot be broached today without noisy, bitter debate. Short stories, fiction excerpts, and personal essays are at the heart of the book. Policy-oriented discussions are limited to prologue and conclusion. Stories and essays were chosen to show the many manifestations of poverty today and a glimpse of the human faces usually hidden behind statistics and policies. Selections are arranged in three parts: (1) the poverty of children; (2) of families; and (3) of communities. The experience of poverty is examined in diverse places (inner cities, rural areas, farm communities) and among diverse groups (Whites, Blacks, Hispanics, American Indians, migrant workers, homeless people). Many items deal with the experiences of poor children at home and in school. Selections also seek to demythologize the War on Poverty that began in the 1960s, document the enormous human potential and leadership that came out of that period, and profile leaders and activists struggling with poverty today. The selected writings are framed by graphs, facts, and statistics. Scattered throughout the book are 42 profiles of programs involving volunteer service, financial or food assistance, preschool education, civil rights advocacy, dropout prevention, youth job training or community service, literacy education, family support, housing improvement, and community development. Appendices contain 17 additional resources for action, a bibliographic review of sources on poverty and public policy, and an annotated bibliography of 35 novels on poverty-related themes, to continue the dialogue. (SV)

ED 382 425 RC 020 068

McLoughlin, William G.
Cherokees and Missionaries, 1789-1839.
PUB DATE- 95
NOTE- 392p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Acculturation; American Indian Culture; American Indian Education; *American Indian History; American Indians; *Cherokee (Tribe); *Christianity; Cultural Maintenance; Culture Conflict; Elementary Secondary Education; Ethnography; *Federal Indian Relationship; *Tribal Sovereignty
IDENTIFIERS- *Missionaries; Mission Schools

This book describes the crucial role missionaries played in the acculturation and "Americanization" of the Cherokee Indians from 1789 to 1839. The book compares the methods, successes, and failures of the Moravians, Presbyterians, Congegrationalists, Baptists, and Methodists in their attempts to Christianize the Cherokees. Each missionary society had its own explanations of Christian theology, and forms and styles of Christian ritual and worship. Missionaries also differed in regional attitudes and political outlooks on such matters as slavery. Missionary schools taught the Cherokees vocational skills, how to read and write English, and how to count and measure. The book discusses the cultural transformation of the Cherokee people in terms of economics, familial roles and kinship, social and ethical orientation, politics, religion, and the shift from an oral to a written tradition. In addition to the Cherokees' own selective adaptations to White culture, the book explores how White culture itself changed during its struggle with the Indians. After 1828, most missionaries found it difficult to defend the policies of their government, which

Native America in the Twentieth Century: An Encyclopedia. Garland Reference Library of Social Science, Vol. 452.
PUB DATE- 94
NOTE- 824p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- Alaska Natives; *American Indian Culture; American Indian Education; *American Indian History; *American Indian Reservations; *American Indians; Elementary Secondary Education; Encyclopedias; Federal Indian Relationship; Government Role; Higher Education; Organizations (Groups); Tribally Controlled Education; Tribal Sovereignty; *Tribes
IDENTIFIERS- *Native Americans; Twentieth Century

This encyclopedia contains articles reviewing important aspects of Native American life in the United States during the 20th century. Articles are arranged alphabetically by subject and were written by Native Americans, historians, anthropologists, and other specialists. Overview articles cover subjects such as art, economic conditions, educational policy, government policy, health, languages, law, public opinion, Red Power, religion, and reservations. Educational topics include tribal colleges, higher education, public schools, Bureau of Indian Affairs schools, churches and education, and federal educational legislation. A general listing of articles by subject is found at the beginning of the volume and complements a more detailed subject index at the end. More than half of the articles are devoted to 20th century Native nations. The subject index breaks tribes down according to geographic regions. Following each article are suggestions for further reading and cross-references to related encyclopedia topics. Also included are lists of contributors and maps. (LP)

ED 382 442 SE 054 260

Rubino, Antonio N.; And Others
Effects of Science Kit/Inservice and Kit Use on Teachers' Science Knowledge, Attitudes, and Teaching.
PUB DATE- Jan 94
NOTE- 17p.; Paper presented at the College of Education Research Convocation (Kalamazoo, MI, April 1, 1993). For a related document, see SE 054 261.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Education; *Inservice Teacher Education; *Knowledge Level; *Learning Modules; *Science Instruction; Science Materials; *Teacher Attitudes
IDENTIFIERS- Michigan

Science kit is a tool used to teach science in several schools. Science kit inservices are intended to provide teachers with the skills needed for using science kits. The evaluation of science kit/inservice workshops to assess their effectiveness to enhance teachers' science knowledge, positive attitude toward science, and science teaching is an important aspect of science education. This paper shows how science kit/inservices have affected elementary teachers' science knowledge, attitudes toward science, and science teaching practices in several schools in Southwest Michigan. The subjects of this study were 397 teachers who participated in science kit workshops. A questionnaire was mailed to participating teachers asking them to report on the effects of the program on themselves. Fifty-

Pre-engineering Instruction/Science and Mathematics (Project
PRISM): Final Evaluation Report: 1993-94. OER Report.
PUB DATE- 4 Aug 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Chinese Americans; Engineering Education; High Schools; *High School Students; Inservice Teacher Education; *Limited English Speaking; *Mathematics Instruction; *Multicultural Education; Parent Participation; Pilot Projects; *Science Instruction; Social Studies
IDENTIFIERS- New York City Board of Education

This document describes a project which served Chinese-speaking students of limited English proficiency in grades 9-12. Participating students received instruction in English as a Second Language, native language arts (NLA), and the content area subjects of mathematics, science, pre-engineering, computer literacy, and social studies. Students were also offered career counseling. Multicultural education was an integral part of programming. The project offered staff development to teachers of participating students as well as to some mainstream teachers and provided field trips and workshops to the parents of participating students. Project PRISM met its objectives for Chinese NLA, content area subjects, attendance, staff development, and parental involvement and is in the process of developing a Chinese bilingual glossary for the engineering course. The following recommendations were made: (1) Continue to seek methods to increase participating students' English proficiency and (2) Acquire or develop Chinese materials for pre-engineering. (MKR)

ED 382 465 SE 056 161

Lombardo, Shari
Career Awareness through Research in Science and Math Achievement for Haitian High School Students in New York City (Project CARISMA): Final Evaluation Report: 1993-94.
PUB DATE- 1 Aug 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Haitians; High Schools; *High School Students; Inservice Teacher Education; *Limited English Speaking; *Mathematics Instruction; *Multicultural Education; Parent Participation; Pilot Projects; Science Education; Social Studies
IDENTIFIERS- New York City Board of Education

This document describes a project which has serviced 226 students of limited English proficiency. Participating students received instruction in English as a Second Language (ESL); Haitian native language arts (NLA); and the content areas of mathematics, science, and computer science. Multicultural education was an integral part of programming. Teachers of participating students had the opportunity to attend weekly meetings, conferences, and workshops. Project CARISMA sought to establish an active parental component, which included ESL classes and educational field trips. Project CARISMA met its objectives for NLA; the content areas of science and computer science; dropout prevention; attendance; staff development; and parental involvement. The project failed to meets its objectives for ESL and the content area of mathematics. Recommendations of the project include: (1) Assess reasons for lack of growth in participants' English language skills and resources research institutes; (6) major nonpoint-source pollution categories and subcategories; and (7) agricultural chemicals for which EPA has recommended water quality criteria. (LZ)

ED 382 486 SO 023 888

Integration of Population Education in APPEAL. Volume One: Guidelines for Curriculum and Materials Development.
PUB DATE- 92
NOTE- 71p.; For related volumes, see SO 023 889-890.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Demography; Development; *Educational Development; *Family Programs; Foreign Countries; *Functional Literacy; *Instructional Materials; Integrated Curriculum; Literacy; Literacy Education; Overpopulation; *Population Education; Population Trends; Primary Education
IDENTIFIERS- Asia Pacific Programme of Education for All; Indonesia; Pakistan

This research summary presents discussions from two regional workshops held in Indonesia and Pakistan in 1989 and 1991, respectively. The focus of the workshops was to formulate prototype instructional materials of population education core messages for primary education, literacy and continuing education programs in the Asia Pacific Programme of Education for All (APPEAL), under UNESCO sponsorship. Chapter 1, "Curriculum Materials Development: Guidelines and Instruments," includes the following sections: (1) "The Integration of Population Education"; (2) "Considerations in Determining Population Education Learning Requirements"; (3) "Issues and Problems in the Preparation and Use of Population education Materials"; (4) "Guidelines in Curriculum and Materials Development"; (5) "Linkages with Different Development Sectors"; (6) "Sample Evaluation Instruments"; (7) "ACCU Experience on Teaching-Learning Materials Development"; and (8) "List of Reference Materials." Chapter 2, "Population Education Core Messages for Integration into APPEAL," contains the following sections: (1) "Population Education Core Messages Developed in Indonesia"; and (2) "Population Education Core Messages Developed in Pakistan." Appendices contain lists of participants for the two workshops. (EH)

ED 382 487 SO 023 889

Integration of Population Education in APPEAL. Volume Two: Population Education in Universal Primary Education.
PUB DATE- 92
NOTE- 110p.; For related volumes, see SO 023 888-890.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Demography; *Economic Development; *Family Planning; *Family Size; Foreign Countries; Human Capital; Human Geography; Instructional Materials; Integrated Activities; Learning Activities; *Overpopulation; *Population Education; Population Growth; Population Trends; Teaching Methods

for Rural Education and Small Schools (Manhattan, KS, October 24-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Curriculum Design; *English Curriculum; Fused Curriculum; High Schools; Humanities; *Humanities Instruction; *Integrated Activities; *Interdisciplinary Approach; Secondary School Curriculum; Thematic Approach; Unified Studies Curriculum; *United States History
IDENTIFIERS- Haviland School District KS

This brief descriptive guide is a pilot social studies- language arts course at Haviland High School, Haviland, Kansas. The two-hour course is team taught and seeks to combine the junior year of U.S. history and the junior year of English in an interdisciplinary class. The project began in 1990 with the school's designation as a pilot school for the state's Quality Performance Accreditation, a mandated Outcomes-Based Education reform program. An integrated curriculum in the two subject areas seemed to best address the needs for outcomes and assessments. In order to start the integrated course, the following procedures were used: (1) writing individual course outcomes; (2) identifying common themes in the course; (3) writing integrated outcomes; (4) planning activities and assessments; and (5) evaluating and revising after each year. The syllabus was developed around the common concepts of Manifest Destiny and Revolution. Specific units of literature and history read during the course are included. (EH)

ED 382 507 SO 024 925

Carder, Linda; Willingham, Patricia
Educating for Civic Awareness: The Use of Government Resources in Tracking Current Affairs.
PUB DATE- Mar 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (November 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Civics; *Educational Media; Higher Education; Instructional Materials; Library Materials; *Mass Media; *Media Adaptation; Primary Sources; *Printed Materials; Reference Materials; Research Tools; *Resource Materials

This report describes an instructional unit on government documents for college freshmen, implemented at the university library at Southest Missouri State University. Government documents in the federal depository library were the focus for the unit. In the introductory session to library use, the students often received only a cursory acknowledgment of the wealth of information available in public documents. This unit details how the resources were gathered, how news broadcasts reinforced the use of the documents, and how students then proceeded to conduct their own research using the materials. Appendices include sources of information and copies of handouts distributed to students during the course of the lesson. (EH)

ED 382 508 SO 024 929

ED 382 531 SO 025 040

Antidote: Civic Responsibility. Massachusetts Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 14p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Massachusetts; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Massachusetts state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 532 SO 025 041

Antidote: Civic Responsibility. Michigan Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 15p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Michigan; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Michigan state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 556 SO 025 065

Antidote: Civic Responsibility. West Virginia Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 14p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- Phi Alpha Delta Law Fraternity; *West Virginia

Designed for middle school through high school students, this unit contains eight lesson plans that focus on West Virginia state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 557 SO 025 066

Antidote: Civic Responsibility. Wisconsin Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 17p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-065.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- Phi Alpha Delta Law Fraternity; *Wisconsin

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Wisconsin state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

A Report of Teacher Education in Colorado, No. 22. A Summary of Annual Reports Submitted by Colorado Teacher Education Institutions for the Period September 1, 1993 through August 31, 1994.
PUB DATE- Nov 94
NOTE- 23p.; Cover title: Teacher Education in Colorado, 1993-94.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Graduates; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Program Descriptions; *Schools of Education; Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Colorado

This document presents excerpts from reports submitted by deans of education of the 17 teacher education institutions in Colorado. The information presented includes number of students recommended for teacher certification in 1993-94 by institution and by endorsement area, and the number of graduates from 1972 to 1994 by endorsement area. Narrative report summaries are provided for each institution, describing significant changes in the teacher education programs. Institutions include Adams State College, Colorado Christian University, Colorado College, Metropolitan State College at Denver, Mesa State College, Colorado State University, Fort Lewis College, Regis University, University of Colorado-Boulder, University of Colorado-Colorado Springs, University of Colorado-Denver, University of Denver, University of Northern Colorado, University of Southern Colorado, and Western State College. (JDD)

ED 382 576 SP 035 914

Rancifer, Jesse L.
The Real Cutting Edge in Education: Changing Misbehaving Students in the Classroom and School.
PUB DATE- Feb 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (75th, Detroit, MI, February 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Change; Behavior Modification; *Behavior Problems; *Classroom Techniques; *Discipline; Elementary Secondary Education; Individual Power; *Punishment; Student Behavior; Student Rights; Teacher Behavior

This paper examines techniques for dealing with behavior problems in students. The Bill of Rights and the 14th Amendment protect individuals' rights and must be considered in developing effective punitive consequences to control misbehaving students. Due process must be practiced in handling disciplinary sanctions. Principals and teachers can use the privilege of participation in school-provided services to force misbehaving students to correct their behavior. Corporal punishment is legal in public schools in 38 states and is prohibited in public schools in only 12 states. Public support for observable punishments issued by judges indicates the

Roger L. Williams, is a review essay discussing two books--"Wesleyan University, 1831-1910" by David Potts and "Gentlemen and Scholars" by W. Bruce Leslie. (Individual papers contain references.) (DB)

ED 382 115 HE 028 316

History of Higher Education Annual. Volume Thirteen.
PUB DATE- 93
NOTE- 135p.; For volume 10, see ED 347 870. For volumes 11-14, see HE 028 314-317.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Comparative Education; *Educational Development; *Educational History; Engineering; Federal Aid; Foreign Countries; Government School Relationship; Graduate Study; Higher Education; *Models; Physics; *Professional Education; Professional Training; Research Projects; *Universities
IDENTIFIERS- China; Germany; Princeton University NJ; University of Michigan

This annual compilation examines issues in the shaping and adaptation of the modern university, in five articles. The first article, by Amy Sue Bix, is titled "'Backing into Sponsored Research': Physics and Engineering at Princeton University, 1945-1970." It reviews the process by which Princeton University (New Jersey) made a series of decisions which gradually involved it heavily in government-supported research having little to do with its educational mission. The second article is "American Universities and the Inclusion of Professional Schools" (by Hugh Hawkins) which addresses issues in the increasing mixing of academic and professional education and reviews this mixing throughout U.S. history. The third paper, by James Turner and Paul Bernard, is "The 'German Model' and the Graduate School: The University of Michigan and the Origin Myth of the American University." It reviews one example of university adaptation as the University of Michigan attempted to reconcile advanced learning with the institution's primary work of collegiate or undergraduate education and resulted in the grafting of the graduate school onto the college. The fourth article, "The Chinese Scholars and the Modern University: The Appropriation of Foreign Educational Models, 1900-1930" (Xiaoqing Diana Chen), reviews the tension between traditional Chinese intelligentsia and the adaptation of Chinese universities to Western knowledge. A final article by Patricia L. Gregg reviews Nathan Glazer's "Schools of the Minor Professions" in the context of the evolution of schools of education, business, and journalism. (Individual articles contain reference notes.) (DB)

ED 382 116 HE 028 317

History of Higher Education Annual. Volume Fourteen. Perspectives on the Nineteenth Century.
PUB DATE- 94
NOTE- 137p.; For volume 10, see ED 347 870. For volumes 11-13, see HE 028 314-316.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Colleges; *Educational Development; *Educational History; Educational Trends; Enrollment Rate; European History; Higher Education; Institutional Research; Political Influences; Science Education; State Colleges; State Universities; United

800 undergraduate international and area studies degree programs and recommends steps to strengthen these programs and make them more responsive to the demands of the 21st Century. The study looked at a wide range of programs including 171 international studies degree programs and 102 degree programs focused on specific geographic areas of the world. Also included were case studies of 10 progressive programs that offer innovative curricula and teaching. Analysis found trends that show modest but significant alterations to undergraduate international studies and area studies curricula, robust growth in undergraduate international and area studies degree programs, and increases in the number of courses within disciplines and specializations and in student enrollments. Recommendations that arose from the findings include 22 suggestions for international and area studies programs, 3 recommendations for the higher education community, and 5 recommendations for further study. Appendixes contain a list of survey respondents, the survey instruments, a list of participants at a related workshop, and a selected bibliography. (Contains 70 references.) (JB)

ED 382 135 HE 028 336

Mauch, James E.; And Others
Institutional Planning for Emeritus Faculty.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Rank (Professional); Aging in Academia; Collective Bargaining; *College Administration; College Faculty; *Faculty College Relationship; Faculty Development; Faculty Evaluation; Higher Education; Part Time Faculty; *Personnel Policy; Planning; Retirement; Retirement Benefits
IDENTIFIERS- *Emeritus Professors

This paper reports on significant developments in the meaning and function of emeritus rank in college faculties and discusses related issues in college planning affected by these changes. History and use of the term "emeritus," concepts on aging, and faculty views on emeritus status are examined; and the development of emeritus status as a basis for a new working professional rank is explored. Illustrations from legislative and professional body actions to document administrative and faculty problems and benefits with this rank are included. Suggestions are offered to help institutions of higher education plan for possible growth in numbers of emeritus faculty, by providing for the needs of these individuals, to the benefit of both the institution and the individual faculty member. Also explored is the relationship of emeritus status with collective bargaining agreements, maintenance of the tenure system, retirement incentives, economic and academic benefits to higher education, and the need for faculty development and evaluation. The paper ends with a series of conclusions from the literature and recommendations, chief of which is that institutions should change the previous "emeritus professor" image from a rank of retired faculty to a new form of working rank, which, though part-time, is equally distinguished and productive. (Contains 87 references.) (JB)

ED 382 136 HE 028 337

McPhedran, N. Tait
Canadian Medical Schools: Two Centuries of Medical History--1822

individual agencies; federal utilities benefit from the cooperation of state and local government and the private and voluntary sectors; and strategic planning for large-scale service transformations is essential. Recommendations and policy options for Congress are provided. (AEF)

ED 382 155 IR 017 067

CNN Newsroom Guides. March 1-31, 1995.
PUB DATE- Mar 95
NOTE- 98p.; Videos of the broadcasts can be ordered from CNN.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides for the daily Cable News Network (CNN) Newsroom broadcasts for the month of March provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guide include: (1) investment terminology, Republican presidential nominations, the shuttle Endeavor, media literacy, future air travel, Guyana, UNICEF programs, World Summit on Social Development, women "pathfinders," and warriors (March 1-3); (2) aromatherapy and other alternative therapies, newsworthiness, interactive screenplays, the Zambezi River, teen radio, and Russian cosmonauts and the Russian MIR space station (March 6-10); (3) child safety in cyberspace, space exploration history, automation, global news events, writing an information interview, White House news, recycling, medicinal plants, and telescopes (March 13-17); (4) postal bar coding, U.S. Immigration Acts, World religions and cultures, surfing the Internet, migrants, scientific form and function, congressional terms, and temperature (March 20-24); and (5) stopping illegal entry, India's caste system, the internet marketplace, "tunnel children" on the border, and threats to Haiti's democracy (March 27-31). (MAS)

ED 382 156 IR 017 068

CNN Newsroom Guides: April 3-28, 1995.
PUB DATE- Apr 95
NOTE- 81p.; Videos of the broadcasts can be ordered from CNN.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides for the daily Cable News Network (CNN) Newsroom broadcasts for the month of April provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guide include: (1) reckless driving, hearing impairment, ancient to modern cities, ethnocracies, cars and automakers, U.S. House of Representatives' first 100 days, roaches, GOP tax cut plan, media coverage of persons with

By engaging in active and cooperative learning experiences during training, teachers learn of the extensive information sources available to them and their students via telecommunications. VERITTE is a model for educational training and development which draws on Senge's concept of "the learning organization," an organization which is inherently systemic and non-hierarchal. Students, administrators, and teacher all: perform knowledge work toward the accomplishment of the organizations' goals; need to be competent in the use of the productive tools of organization (computers, etc.) to perform their work; bring personal resources of skills and knowledge to the accomplishment of work; and are relied upon to bring a sense of their personal responsibility to their work performance. Through VERITTE, training and development activities simultaneously address all levels of the school organization in shared learning experiences. The paper also describes results of a pilot test of the Virtual Classroom and VERITTE in public schools. An appendix provides a transcript of an electronic discussion on the training and development practices introduced in this paper. (Contains seven references.) (MAS)

ED 382 175   IR 017 111

Shields, Mark A., Ed.
Work and Technology in Higher Education: The Social Construction of Academic Computing. Technology and Education Series.
PUB DATE- 95
NOTE- 198p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- Case Studies; Computer Assisted Instruction; *Computer Uses in Education; *Cultural Context; Educational Technology; Ethnography; *Higher Education; *Microcomputers; *Sociocultural Patterns; Sociology

This volume contributes to the understanding of higher education's catalytic role in shaping the microcomputer revolution. Academic computing is viewed here as a social and cultural phenomenon. An in-depth collection of mainly ethnographic studies of the academic computing revolution--its consequences, meanings, and significance--is presented. The contributions include several case studies that document the open-ended, socially constructed, interpretively flexible character of computer-mediated academic work. Drawing on the core ideas of cultural anthropology, interpretive sociology, and the social construction of technology, the volume is also a contribution to the growing multi-disciplinary study of technology and society. Titles include: (1) "The Social Construction of Academic Computing" (Mark A. Shields); (2) "Is Using a Computer Like Driving a Car, Reading a Book, or Solving a Problem? The Computer as Machine, Text, and Culture" (Peter Lyman); (3) "Paradoxical Reactions and Powerful Ideas: Educational Computing in a Department of Physics" (Sherry Turkle); (4) "Ideologies of Computerization" (William Graves, III); (5) "Stalking the Art Historian" (William O. Beeman); (6) "Computers and Pedagogy: The Invisible Presence" (Patrick McQuillan); (7) "To Move Away from Meaning: Collaboration, Consensus, and Work in a Hypermedia Project" (James M. Nyce and Gail Bader); (8) "The Social Ecology of Student Life: The Integration of Technological Innovations in a Residence Hall" (Kenneth T. Anderson, Anne Page McClard, and James Larkin); and (9) "The Legitimation of Academic Computing in the 1980s" (Mark A. Shields). The intended audience is educators and social volumes chosen is outlined. Browsing data from tell-tale displacement is provided in tables for both 6 week and 20 month time lapses. Results showed the "browsing ratio" (number of volumes indicating browsing divided by total volumes accounted for) appeared to be several times greater (six to seven times) than the proportion checked out. While the ratio increased over time, there was no observed steady rate of browsing as a function of time. Discussion of the results includes the lack of evidence of "repeat browsing," failure to locate items due to misshelving, and recommendations for increased accuracy of results. However, this research demonstrated that evidence of browsing could be objectively and unambiguously determined and measured. (MAS)

ED 382 194 IR 055 386

Grady, Jenifer Lyn
Minority Recruitment in Schools of Information and Library Science: The Methods Used and the Reasons Students Choose Particular Schools.
PUB DATE- May 93
NOTE- 55p.; M.L.S. Research Paper, University of North Carolina at Chapel Hill.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *College Choice; Enrollment Management; Ethnic Studies; Graduate Students; Higher Education; *Information Science Education; *Library Schools; *Minority Groups; Student Attitudes; *Student Recruitment; Surveys

The purpose of this research was to discover which components of minority recruitment efforts are practiced by schools of information and library science, and to find out whether students have felt the impact of these efforts. This study also aims to discover whether the reasons for attending a particular school differ between minority and white students. The study was composed of two parts: first, a survey of library school deans and directors, and secondly, a survey of students. The deans and directors survey was a list of 25 possible minority recruitment methods to which the respondents indicated usage within the past two years. At the conclusion of the survey, deans were invited to share successful strategies which were not included on the survey and details about recruitment programs initiated within their schools. On the student survey, students were asked to choose which factors from a list of 30 were influential in their decision to attend the school at which they were presently enrolled. Students were asked to identify their minority group, and asked to choose one factor as the most important factor in school choice. Examples are given of the three types of strategies into which options on the student surveys can be divided: (1) those that can be affected by the school; (2) those which may or may not be controllable by the school; and (3) those completely out of its control. Thirty-six percent of the top 10 reasons students chose a particular school were outside the control of the school, and 36 percent were within its control. Reputation of the school, chosen by 20 of the 95 responding students, was identified as the most important reason influencing school choice, followed by geographic location (16) and scholarship availability (12). The most often used recruitment method as reported by surveyed deans was seeking government funds for scholarships (89%). A majority of the schools (84%) have teamnet (networks of teams) principles, which include: establishing a clear purpose, maintaining independence while cooperating with others, creating voluntary communication links, developing multiple leaders, and working at many integrated levels. A guided tour describes how organizations can turn these principles into practice and evaluate their real potential for creating a networked organization. The book has five sections with nine chapters: (1) "Looking From Above," the introductory overview; (2) "The Big Idea": how all the forms of organization fit together and why this moment is so timely for networking; (3) "Principles and Practice": tools for networks and how to use them; (4) "Expanding Links": looking in more depth at the Internet's most distinguishing features; and (5) "Looking Ahead" with networking trends for the future. Notes for each chapter and an index are appended. (MAS)

ED 382 214   IR 055 508

Gerstein, Christine Wondolowski, Comp.
Acquisitions and Collection Development Round Table Proceedings Presented by the Committee on Resource Sharing and Coordinated Acquisitions of the Long Island Library Resource Council (Farmingdale, New York, June 1, 1994).
PUB DATE- 1 Jun 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Budgeting; College Faculty; Higher Education; *Librarian Teacher Cooperation; *Library Acquisition; *Library Collection Development; Library Cooperation; Library Materials; *Shared Library Resources; Weeding (Library)
IDENTIFIERS- Book Binding; Long Island Library Resources Council NY

Topics addressed at this round table discussion on resource sharing and cooperative acquisitions and collection development include the budget crisis, librarian-faculty collection development cooperation, weeding as a collection development function, and preservation through binding. This volume is composed of abstracts of each round table topic discussion. The budget discussion addressed the kinds of budget shortfalls, statistics for use in requesting funds, CD-ROM budgeting, and a useful procedure for preparing budget allocations (Wanda Dole). The presentation on librarian liaisons with teaching faculty lists useful strategies in encouraging faculty collaboration, and gives recommendations on maintaining positive public relations with faculty (Christine Wondolowski Gerstein). A case study involving librarian and nursing program faculty collaboration at Suffolk Community College (New York) is described (Frances M. Kelly). The discussion on binding included remarks from both university and public librarians on the binding of paperback and old books for preservation (Mary Osborne). The weeding section of the program addressed the following questions: What should be the goals of weeding?; Who should participate in weeding projects; Why do librarians not weed?; Do you weed the entire library or just selected subject areas?; What criteria are used in making weeding decisions?; and What is the disposition of the weeded books? (Marjorie Shapiro and Florence Scarinci) Each discussion segment is followed by a bibliography. A copy of the registration form and a list of committee members is provided. (MAS)

ED 382 215   IR 055 510

NOTE- 36p.; For the Twelfth Annual Report, see JC 950 084; for the Fourteenth Annual Report, see JC 950 086.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Evaluation Research; Foreign Countries; Program Evaluation; State Action; *State Agencies; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Conseil des Colleges PQ; Quebec

This report reviews the 1991-92 activities of Quebec's Council of Colleges and its commissions on evaluation and vocational education. Part 1 focuses on the Council of Colleges and its mandate, composition, internal organization, activities, meetings, consultations, nominations to the Council and its commissions, advisory and research reports, communications, and plan of action for 1991-92. Parts 2 and 3 deal with the two commissions, providing for each information on their mandates, composition, activities, meetings, priorities, and plan of action, and advisory reports. The section dealing with the Commission on Evaluation also includes information on reports submitted to the Council of Colleges and research activities. Appendixes provide brief summaries of Council reports on articulation between secondary and postsecondary vocational education, requests for program authorization in 1992-93, new and revised programs, modifications in regulations concerning instruction, new diplomas for specialized training, collegiate instruction, institutional policies on the evaluation of learning, and equivalents to Quebec's public sub-baccalaureate programs in other countries. (AC)

ED 382 233 JC 950 086

Conseil des colleges: Quatorzieme rapport annuel, 1992-1993 (Council of Colleges: Fourteenth Annual Report, 1992-93).
PUB DATE- 93
NOTE- 40p.; For the Twelfth and Thirteenth Annual Reports, see JC 950 084-085.
LANGUAGE- French
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Evaluation Research; Foreign Countries; Program Evaluation; State Action; *State Agencies; *Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Conseil des Colleges PQ; Quebec

This report reviews the 1992-93 activities of Quebec's Council of Colleges and its commissions on evaluation and vocational education. Part 1 focuses on the Council of Colleges and its mandate, composition, internal organization, activities, meetings, consultations, nominations to the Council and its commissions, advisory and research reports, and communications. Parts 2 and 3 deal with the two commissions, providing for each information on mandate, composition, activities, meetings, priorities and actions taken for 1992-93, and advisory reports. The section dealing with the Commission on Evaluation also includes information on reports submitted to the Council of Colleges and research activities. Appendixes provide brief summaries of Council reports on the establishment of CEGEP Marie-Victorin, new and eliminated programs, institutional policies on the evaluation of learning, changes in the role of technicians and in technical training, alternative instruction in France, specialized centers, guide to the evaluation of training programs, modular programs, and lists of Council are appended.) (KP)

ED 382 250 JC 950 233

Seppanen, Loretta
Using Administrative Data Matches for Follow-Up, Washington Community and Technical Colleges. Technical Report No. 93-5.
PUB DATE- Oct 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Outcomes Assessment; Community Colleges; Data Collection; *Education Work Relationship; *Job Placement; *Outcomes of Education; State Surveys; Technical Institutes; Two Year Colleges; *Vocational Followup; *Wages
IDENTIFIERS- Washington State Community College System

Each year, the Washington State Board for Community and Technical Colleges (SBCTC) compiles data on educational and job related outcomes for students leaving vocational preparation programs determined to have been preparing for employment. The automated data matching procedure examines state unemployment insurance and benefits records, public post-secondary enrollments, U.S. Armed Forces enlistments, and state community college enrollments. Data is compiled on employment status, estimated annual wages, hours worked per week, the relation of employment to training, location of employer, number of people employed by employer, and post-secondary or military status. An analysis of 9-month outcomes for the 12,269 graduates of vocational programs in 1990-91 revealed an overall job placement rate of 85%, with 27% of the graduates going into health related fields, 23% going into trades, 13% entering the service industry, and 12% in administrative support. With respect to the relation of jobs to graduates' training, the highest were sales at 92%, managerial at 90%, and health related graduates at 89%, although health related was thought to actually be higher than both the sales and managerial programs. Finally, the highest salaries were earned by health related graduates, with a mean hourly salary of $13.62 and median hourly salary of $13.07; managerial graduates, with a mean of $10.45 per hour and a median of $8.76 per hour; and other professional/technical graduates, with a mean of $10.41 per hour and a median of $10.05 per hour. (Definitions of the occupational categories are appended.) (KP)

ED 382 251 JC 950 234

May, Alberta; Seppanen, Loretta
Annual Progress Report on System Goals for People of Color Participation and Diversity, Washington Community and Technical Colleges. Research Report No. 94-3.
PUB DATE- Jan 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; *College Outcomes Assessment; Community Colleges; *Diversity (Institutional); *Enrollment Rate; *Ethnic Groups; Job Placement; Longitudinal Studies; Measurement Objectives; *Organizational Objectives; Persistence; School Holding Power; Technical Institutes; Transfer Students; Two Year Colleges
IDENTIFIERS- Washington State Community College System

In May 1993, the Washington State Board for Community and

Educational Plant Survey: Manatee Community College, March 20-24, 1995.
PUB DATE- Mar 95
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Capital Outlay (for Fixed Assets); Community Colleges; Construction Costs; Construction Needs; Educational Facilities Design; *Educational Facilities Planning; Educational Finance; Enrollment; *Enrollment Projections; Expenditure per Student; Facility Requirements; Long Range Planning; School Space; School Surveys; Space Utilization; Tables (Data); Two Year Colleges
IDENTIFIERS- Manatee Community College FL

Pursuant to Florida educational legislation, this report presents findings of an educational plant survey conducted in March 1995 at Manatee Community College (MCC). The report is designed to aid the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and auxiliary and ancillary services of the college for the ensuring 5-year period. Sections 1, 2, and 3 provide background information on the plant survey team, procedural policies, and the cooperative process used in conducted plant surveys in the Florida community college system. Section 4 contains a historical overview of MCC, including its major mission, goals, and policies as they relate to capital improvements. Section 5 analyzes the student population and projected enrollment for the 5-year period, while section 6 highlights the program, service, and facility needs of MCC. Section 7 provides an inventory of existing sites and facilities. Section 8 provides a plan for housing programs, students, and services, while section 9 features an analysis of capital outlay finances, including revenue sources for capital outlay. The final section offers recommendations for specific construction, remodeling, and renovation at MCC's Bradenton and South campuses. (KP)

ED 382 270 JC 950 254

Mustoe, Myles
The Versatility of Photo CD Technology in the Classroom.
PUB DATE- 16 Nov 94
NOTE- 14p.; Paper presented at the Annual Conference the League for Innovation in the Community College (Houston, TX, November 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Software; *Geography Instruction; *Optical Disks; *Photographs; Projection Equipment; Two Year Colleges; Visual Aids

The Kodak Photo CD (compact disk) system provides a fun, new, very accessible way to integrate images into geography classroom presentations. Graphicacy deals with spatial information that can only be expressed by a graph, map, or photograph. The importance for geography students to develop visual observation and graphic interpretive skills is recognized by the National Council for Geographic Education. A simple, yet powerful means of facilitating this visual interest is through the use of still photographs which can be used to show humans in relationship to an environment, cultural or

and 1989. Volume XXIII, No. 3.
PUB DATE- Oct 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; *College Outcomes Assessment; *College Transfer Students; Community Colleges; Enrollment Influences; Followup Studies; Grade Point Average; Graduate Surveys; *Outcomes of Education; Salaries; Student Educational Objectives; Two Year Colleges; *Two Year College Students; Vocational Followup
IDENTIFIERS- *Transfer Rates (College)

A follow-up study was conducted of students who earned at least 12 credit hours at William Rainey Harper College (WRHC), in Palatine, Illinois, to determine their employment and education status after leaving WRHC. Over 1,008 former WRHC students in cohort years 1987 and 1989 were surveyed by telephone, receiving a response rate of 71.8%, and 56.2%, respectively. Study findings included the following: (1) WRHC's transfer rate is 35.6%, according to the UCLA Transfer Study's definition, which is based on all students who begin in a particular year, earn at least 12 credit hours, and transfer to senior institutions in Illinois within 4 years; (2) if the concept is broadened to include students who attend out-of-state colleges, community and technical colleges, and those still enrolled, and the time period is extended to 6 years, the transfer rate reaches 69%; (3) if only students intending to transfer are considered, a 6-year waiting period is used, and all transfer possibilities including continuing enrollment, the transfer rate goes up to 79%; (4) transfer rates are most affected by the students intent when they enter WRHC and by their academic ability and performance; (5) at the time of the survey, 70% of the 1987 cohort were working full-time, with more than 50% working in a field somewhat related to their major; and (6) students were employed at the beginning professional skill level and earned an average of $26,000 per year. (KP)

ED 382 288 JC 950 274

Lucas, John A.; Meltesen, Cal
Student Characteristics as Compared to the Community Profile of Fall 1993. Volume XXIII, No. 4.
PUB DATE- Dec 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Credits; Community Colleges; Comparative Analysis; Continuing Education; Credit Courses; Educational Attainment; Enrollment Influences; Noncredit Courses; *Paying for College; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- William Rainey Harper College IL

A study was conducted at William Rainey Harper College (WRHC) in Palatine, Illinois, to develop a profile of fall 1993 students, compare student and community demographic data, and determine the percentage of various community sub-groups served by the college. A random sample of 500 degree-credit students (representing 3.2% of the 15,518 students enrolled in fall

Otitis media with effusion and its related hearing loss have been associated with delayed language development, particularly if the disease is recurrent or of long duration, although available data are insufficient to establish a causal linkage. This guide presents recommendations based on extensive reviews of the relevant medical and health-related literature and on expert opinion and consensus of the interdisciplinary panel convened to develop the guide. Because the prevalence, incidence, and management of otitis media with effusion vary with the age of the patient, the guide focuses on the age group at high risk of long-term effects, ages 1 through 3. Recommendations are given for diagnosis and hearing evaluation; control of environmental factors; and sequencing of management interventions, including observation, use of antibiotics or other medications, and the appropriateness and time of surgery. Included are companion quick reference guides: "Managing Otitis Media with Effusion in Young Children" for clinicians; and "Middle Ear Fluid in Young Children" for parents. Contains a glossary and 158 references. (HTH)

ED 382 307 PS 022 907

Eliades, Darby C.; Suitor, Carol West
Celebrating Diversity: Approaching Families through Their Food.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 94
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Cultural Differences; *Cultural Pluralism; Educational Attitudes; *Educational Strategies; Ethnic Groups; Family Programs; *Foods Instruction; Instructional Materials; Multilingualism; *Nutrition; *Nutrition Instruction; Teacher Attitudes; *Teaching Methods

This book is designed to help nutrition educators communicate with an increasingly diverse clientele on issues related to food and nutrition, presenting strategies and ideas that can be used with families from various cultural backgrounds. Chapter 1 addresses the changing cultural demographics in the United States and the relationship between culture and food. Chapter 2 focuses on techniques for using food stories and recipes to open dialogues about nutrition. Chapter 3 examines changing food patterns among immigrants and cultural groups, while Chapter 4 discusses food availability, family traditions, status foods, traditional preparation, seasonings, frequency of consumption, health beliefs, traditional celebrations, and economics. Chapter 5 focuses on communicating with clients from different cultural groups, stressing the need to listen and observe, combine nutrition with social events, reach the right family members, and acknowledge the importance of the age and experience of family members. Chapter 6 presents strategies for working within community groups, while Chapter 7 addresses the challenges of working in a multilingual environment. Chapter 8 provides practical advice for finding out what clients are eating, sharing important nutrition messages with them, and using resources available in the community. (Contains a list of 23 resource materials. (MDM)

ED 382 308 PS 022 915

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Board of Education Policy; Check Lists; Elementary Secondary Education; Intergenerational Programs; *Program Evaluation; Records (Forms); Risk Management; *School Community Programs; *School Community Relationship; *Volunteers; *Volunteer Training
IDENTIFIERS- *Service Learning

This guide to implementing a school volunteer program was developed for the 1995 Wisconsin Volunteer-A-Thon project, which was intended to encourage individuals, schools, organizations, and corporations to volunteer time to youth and education. Part 1 contains a timeline for the implementation of the project, a description of how to participate, pledge forms for schools and volunteers, and a reproducible certificate of appreciation. Part 2, "Adult Volunteers in the School," includes information on how to start, design, and organize a volunteer program; contains a sample school board policy on school volunteers; and includes a teacher's guide to using and recognizing volunteers, ideas for involving retired persons and planning intergenerational programs, and a discussion of risk management and resources for volunteer risk management. Part 3, "Youth Service-Learning," discusses service-learning contracts, the elements of effective service-learning activities, ways to integrate service learning into the curriculum, and other ideas for organizing community service projects. Part 4 contains eight appendices: A Family-Community-Schools Partnership Framework; a checklist for schools; and a sample survey of interest for volunteers; a sample volunteer screening reference letter; a sample of a volunteer's emergency information form; a sample volunteer's evaluation of a short-term school program form, and a sample of a school volunteer's evaluation of program form. (DR)

ED 382 327 PS 023 086

Outtz, Janice Hamilton
Shattering Stereotypes: A Demographic Look at Children in the United States.
PUB DATE- Nov 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Numerical/Quantitative Data (110)
DESCRIPTORS- *Children; *Demography; Ethnic Stereotypes; *Illegitimate Births; Inner City; *Nuclear Family; *Poverty; Rural Urban Differences; *Stereotypes; Unwed Mothers; Welfare Services
IDENTIFIERS- *Interracial Children

This report presents five commonly held stereotypes about children in the United States and analyzes their validity through discussion of data related to each. These stereotypes include: (1) births to unmarried women have increased tremendously mostly because of women of color; (2) child poverty is a problem in the inner city, not in the suburbs or rural areas; (3) the two-parent family is a thing of the past, with few children living with both parents; (4) the majority of children whose mothers receive welfare live with many siblings, and their mothers deliberately have babies to get more welfare money; and (5) most of the babies born today have parents of different races. Relevant demographic data is used to show why explanation of the "what and why," and a further elaboration on its use. Seventeen characteristics are listed and explained: (1) teaming; (2) team teaching; (3) block time; (4) self-contained classrooms; (5) guidance services; (6) creative, exploratory and enrichment experiences; (7) personalized student evaluation; (8) independent study; (9) basic skill repair; (10) community relations; (11) student services; (12) auxiliary staffing; (13) social experiences; (14) physical experiences and intramural activities; (15) continuous progress; (16) a multi-material approach; and (17) flexible schedules. A list of available resources from the Michigan Association of Middle School Educators is included. (AP)

ED 382 348 PS 023 181

Schuftan, Claudio
Malnutrition and Income: Are We Being Misled? (A Dissenting View).
PUB DATE- 92
NOTE- 18p.; Not available in hard copy due to marginal legibility of original document.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Children; Developing Nations; *Economic Factors; *Economic Research; Females; Foreign Countries; *Income; *Nutrition; *Poverty

This paper takes issue with most evidence in the literature on poverty that attempts to show that increasing household income alone is not enough to significantly combat malnutrition in impoverished areas of the world. It reviews these claims in the literature and argues that the cut-off points for poverty lines taken to measure the significance of improvements in household income have been estimated at absolute poverty levels too low to show measurable improvements in the nutritional status of women and children in the short term. The paper asserts that not enough is actually understood about the timing or degree of responsiveness of nutritional outcomes to economic measures, such as how nutritional outcomes are affected as disposable income increases. It further explores how income elasticity of demand assessments are central to counter the misleading perception that improvements in income alone do not lead to measurable improved nutritional status of vulnerable groups. (Contains 49 references.) (MDM)

ED 382 349 PS 023 184

Gellert, Sandra; And Others
Ayudando a los Ninos a Amarse a Si Mismos y a Otros: Una guia profesional para el cuidado infantil en el hogar (Helping Children Love Themselves and Others: A Professional Handbook for Family Day Care).
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 94
NOTE- 181p.; For English version, see ED 327 327.
LANGUAGE- Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Bias; Early Childhood Education; *Family Day Care; Guidelines; *Justice; *Learning Activities; *Multicultural Education; *Program Development; Resource Materials

Increasing Parents' Child Development Knowledge and Use of Effective Discipline.
PUB DATE- 94
NOTE- 88p.; Master's Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; *Child Development; *Discipline; Family Programs; Parent Attitudes; *Parent Child Relationship; *Parent Education; *Parenting Skills; Play; Practicums; Self Esteem
IDENTIFIERS- Family Support

Interviews with professionals, a literature search, and a parent survey indicated that parents of toddlers had a need for knowledge about child development. This lack of knowledge was believed to be one factor in the reported use of non-effective discipline techniques, with the linking factor identified as unrealistic expectations. For this practicum project a parent program consisting of 10 weekly sessions covering child development, self-esteem, play, and discipline techniques was designed and implemented. Eleven parents, all part of two-parent families, completed all the sessions. The program included optional supports in the form of a "warm line"--a telephone line parents could call with questions or concerns--and home visits. A book display was included and related to the topic of the particular session. Results of pre- and post-test surveys and reaction sheets indicated that the sessions increased parents' knowledge about child development. Parents reported perceived feelings of increase in comfort and confidence as well as perceived increase in skill levels. Participants also indicated increased use of effective discipline techniques and a decreased use of 7 out of 12 non-effective discipline techniques or punishments. All parents reported that they found the program useful. (Four appendices include the interview questions for local professionals, pretest-posttest survey, reaction sheet, and calendar plan.) Contains 22 references. (Author/HTH)

ED 382 369 PS 023 249

Holmes, Julia; Morrison, Norma
Determining Continuity in the Primary Grades with Regard to Developmentally Appropriate Teaching Practices.
PUB DATE- 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Developmental Continuity; *Educational Attitudes; *Elementary School Teachers; *Parents; Primary Education; Teacher Attitudes; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Developmentally Appropriate Programs

This study used the National Association for the Education of Young Children's (NAEYC) "Developmentally Appropriate Practices" (1987) guidelines to determine continuity across the primary grades with regard to developmentally appropriate practices (DAPs). It also sought to determine if there was a significant relationship among administrators, teachers, and parents with regard to their respective perceptions of the implementation of DAPs and their preferences for DAPs. A group

This study surveyed 847 fourth- through eighth-graders and 134 teachers in 10 Toronto elementary schools to determine their attitudes toward school climate and conflict resolution. It found that most questionnaire items regarding self perception, teacher-student relationships, students' general behaviors, the schools' conflict resolution programs, and the importance of teaching students conflict resolution skills were responded to favorably by students and teachers. The survey also found that teachers and students differed significantly in their perception of social conflict behavior among students. While most teachers did not find such behaviors as fighting, being mean, picking on younger students, rejection, and name calling prevalent among their students, the majority of students indicated that these behaviors were quite common among their peers. Boys were more likely than girls to indicate frequent occurrences of such behaviors. The survey also found that students who had been trained as "peacemakers" in school mediator programs were overwhelmingly supportive of the program. Three appendices provide copies of the student and teacher questionnaire, as well as an information sheet for mediator program facilitators. (MDM)

ED 382 389   PS 023 284

Koralek, Derry G.; And Others
Caring for Children in School-Age Programs. Volumes I and II.
PUB DATE- 95
NOTE- 825p.; Edited by Diane Trister Dodge.
LANGUAGE- English
EDRS Price- MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administration; After School Programs; Behavior Problems; *Child Caregivers; Classroom Techniques; Conflict Resolution; Creativity; Developmental Stages; Elementary Education; Elementary School Students; Emotional Development; Employed Parents; Ethics; *Inservice Teacher Education; Interpersonal Relationship; Parent Participation; Parent Teacher Cooperation; Peer Relationship; *School Age Day Care; School Safety; Self Esteem; Self Evaluation (Individuals); Social Development; *Staff Development

These two volumes constitute a set of modules for an individualized, competency-based training program intended to help the user acquire the skills and knowledge needed to provide a high-quality child care program for school-age children. The modules are intended for use by those just entering school-age care and by those who have been involved in school-age care for many years and want to update their skills and knowledge. Volume 1 consists of the following sections: (1) an Overview chapter, which briefly summarizes the content addressed in the training program, how the training program works, and what makes the training program unique; (2) a glossary; (3) a bibliography of 72 items, subdivided by module topic; (4) a list of 13 publishers and distributors of resources; (5) a self-assessment keyed to the topics of the modules; and (6) an individual training plan form. Six modules follow, on safety, health, program environment, physical development, cognitive development, and communication skills. Each module includes an overview, simulations of situations to which the user is asked to respond, and a pre-training assessment on the topic of the module. Volume 2 includes similar modules on the topics of creativity, self, social development, behavior guidance, families, program management, and professionalism. (DR) family structure, self-concept, and peer relations with kindergarten children. Interviews were conducted with 154 kindergarten children from 6 different classrooms and from different socio-economic backgrounds. The Woolner Preschool Self-Concept Picture Test was utilized to collect self-concept data from each child. Peer popularity was determined by using a peer nomination technique, and family structure information was collected from teachers. Four family structures were identified, but for statistical purposes, they were presented as two categories: "intact" families (families with both birth parents) and "non-intact" families (either families with only one birth parent present or families with other individuals such as grandparents or other relatives present). Results indicated that the majority of children exhibited a positive and consistent self-concept. Responses to three specific items that might be related to family structure were analyzed: acceptance/rejection of the father, happy/unhappy, and dependent/independent. A significant difference between the two family groups was found only on the latter item. Peer popularity ranged from isolated status to very popular. Analysis revealed that family structure did not account for differences in self-concept or peer popularity. The study acknowledges the limitations of the instrument used to measure self-concept and explains the reasons for the choice to use this instrument. Contains 28 references. (BAC)

ED 382 409   PS 023 371

Rothenberg, Dianne
The Internet and Early Childhood Educators: Some Frequently Asked Questions. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Information; *Community; *Computer Mediated Communication; *Computer Networks; Databases; *Discussion Groups; Early Childhood Education; Electronic Mail; Elementary School Teachers; Library Catalogs; Online Searching; Preschool Teachers; Student Teachers
IDENTIFIERS- AskERIC; ERIC Digests; File Transfer Protocol; Gopher; *Internet; World Wide Web

This digest explores uses of the Internet for early childhood educators. The first section discusses six popular features of the Internet: (1) electronic mail, which provides educators with a worldwide group of peers with whom to share information; (2) Internet discussion groups, which provide users with the opportunity to be part of electronic communities made up of individuals who share similar interests; (3) databases and library catalogs, which can be accessed remotely using telnet software; (4) gopher and World Wide Web (WWW) sites, which contain collections of information on many topics, including information of special interest to teachers such as lesson plans and descriptions of projects for children; (5) file transfer, by which users can get files or software from remote computers; and (6) community computing networks, which exist in many communities and provide members with information, called for the removal of American Indian societies. They discovered that Cherokee civil society was more stable, orderly, just, and concerned for the general welfare than most of the surrounding White settlements and frontier state governments. The book focuses on major events affecting Cherokee acculturation and religious revitalization, including war, tribal division, cultural disruption, and defeat; Cherokee rebirth as farmers, herders, and traders; Cherokee renaissance and nationalistic fervor; and the Cherokee fight for national survival in the East. Includes a bibliography and an index. (LP)

ED 382 426 RC 020 069

Goodman, James M.
The Navajo Atlas: Environments, Resources, People, and History of the Dine Bikeyah. The Civilization of the American Indian Series, Volume 157.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 82
NOTE- 119p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Geographic Materials (133)
DESCRIPTORS- American Indian Education; *American Indian History; American Indian Reservations; Atlases; Climate; *Educational Facilities; Elementary Secondary Education; Higher Education; *Hopi (Tribe); Maps; *Natural Resources; *Navajo (Nation); *Physical Environment; Population Distribution; Water Resources
IDENTIFIERS- *Navajo Reservation

The 48 maps and descriptive narratives in this atlas of the Navajo Reservation are divided into six sections. Part I, Navajo Country, displays Navajo land in relationship to the United States and the region, and becomes more detailed to place locations within the Dine Bikeyah, or Navajo Land, including administrative and political subdivisions of the reservation. Part II, The Physical Environment, shows the landforms and geology of the area, climates, vegetation, soils, the pattern of streams, and various aspects of ground water. Part III, Navajo History, describes the evidence of prehistoric Navajo inhabitation of the area, early Navajo migrations, and the evolution of the Navajo Reservation. Part IV, Navajo Population, contains maps showing rural dwellings and population density, and graphs depicting structure of the Navajo population by age and sex. Part V, Livelihood, Resources, and Services, shows livestock and grazing, employment on the reservation, mineral resources, energy development, electric transmission lines, pipelines, railroads, tribal utilities, irrigation, medical facilities, banks, educational facilities, parks and sacred places. The section on educational facilities gives a brief history of education on the reservation from boarding schools, BIA schools, and mission schools to institutions of higher education. Part VI, The Disputed Navajo-Hopi Lands, traces the origins of a land dispute between the two tribes that resulted in a partition of a joint use area into areas exclusively for each tribe. Most maps detail information on Hopi land as well, since it is surrounded by the Navajo Reservation. The atlas also contains graphs, photographs, selected references, and an index. (KS)

ED 382 427 RC 020 085

Candline, Mary
Stages of Learning: Building a Native Curriculum. Teachers'

four percent (214) of the teachers returned the survey. Findings indicate that science kit/inservice workshops and kit use in the classroom have increased teachers' science knowledge, positive attitude toward science, and science teaching skills. (Author)

ED 382 443 SE 054 261

Rubino, Antonio M.; And Others
Effects of Science Kits on Attitudes and Accomplishment of Students in Science.
PUB DATE- Jan 94
NOTE- 18p.; For a related document, see SE 054 260.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Research; Elementary Education; *Learning Modules; Science Education; *Science Materials; *Student Attitudes
IDENTIFIERS- Michigan

Science education has become one of the priorities of education in the United States. Teachers in several schools have begun to use science kits as one tool to assist them in teaching science. Despite the wide use of science kits, little has been done to determine their effectiveness in promoting science learning. The purpose of this paper is to show how the use of science kits has affected students learning and attitudes toward science in several schools in Southwest Michigan. The subjects of this study were 397 teachers using science kits in elementary schools. A questionnaire was mailed to participating teachers. Fifty-four percent of the teachers returned the survey to report on their classroom observations. Findings indicate that science kits have increased student interest in science, and improved achievement and understanding of science concepts and processes. No differences in results were reported for minority students and female students. (Author/ZWH)

ED 382 444 SE 054 733

Activities for the Changing Earth System. Earth Systems Education, Middle School and High School Activities.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 93
NOTE- 317p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Climate Change; Conservation (Environment); *Earth Science; Ecological Factors; Educational Resources; Environmental Education; *Science Activities; Science Education; Secondary Education
IDENTIFIERS- *Earth Systems Education; *Global Change

This book is intended to help teachers fulfill the need for children and future leaders to understand issues of global change and the science that lies behind them. Important changes are occurring in several of the earth's subsystems. The changes are thought to be the result from the expanding use of technology for the improvement of living standards, increased consumption of fossil fuels, and the growth of the human population. The book is divided into three sections. The first contains teaching materials targeted at the middle school level. The second contains materials for use primarily in high school science classes including biology, chemistry, and consider offering intensive ESL on the literacy level, particularly for recently immigrated students; and (2) Explore additional techniques to increase students' acquisition of skills in mathematics, possibly by initiating a peer tutoring component or using paraprofessionals to work with students during study halls or outside school hours. (MKR)

ED 382 466   SE 056 163

Crow, Tracy, Ed.
Earth Day in the Classroom: Mathematics and Science Materials and Resources for Teachers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Instructional Materials; Mathematics Instruction; *Mathematics Materials; *Science Activities; Science Education; *Science Materials
IDENTIFIERS- *Earth Day; Internet

The 25th anniversary of Earth Day is 1995. This issue highlights useful, high quality educational materials and other resources that can be used to discuss environmental issues in the classroom. Activities, resources, and teaching materials in this Earth Day issue include: ATLAS 1: Studying Mysteries in the Earth's Atmosphere; Completing the Cycle--It's Up to You; Earth Day Every Day; Ecosystems; The Environment: The Science and Politics of Saving Our Planet; Environmental Energy; Fish Banks, Ltd; The Greenhouse Effect; Grow Your Own Tree; Keepers of the Earth; The Lake Game for Youth; Race to Save the Planet: Level 1 Videodisc; Relationships of Living Things; Resources; Science in the Trees, Please; Splish Splash; Test Tube Zoo; Threatened and Endangered Animals; Water Precious Water (AIMS); and What's Under Your Feet. Contains 15 selected readings, 8 selected Internet resources, and 9 federal projects and resources for Earth Day educators. (MKR)

ED 382 467   SE 056 167

5-8 Mathematics Interim Guide.
PUB DATE- 94
NOTE- 237p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arithmetic; Data Analysis; *Elementary School Mathematics; Foreign Countries; Geometry; Intermediate Grades; Junior High Schools; *Mathematics Instruction; *Mathematics Materials; Number Concepts; Problem Solving; *Secondary School Mathematics
IDENTIFIERS- Canada; Manitoba; *Mathematics Activities; Patterns (Mathematics)

This document contains the revisions to the 5-8 Mathematics curriculum produced for Manitoba (Canada) teachers. It contains an introduction and seven content sections: Problem Solving, IDENTIFIERS- Asia Pacific Programme of Education for All; Indonesia; Pakistan

These lesson plans are the result of two regional workshops sponsored by UNESCO in Indonesia in 1989 and Pakistan in 1991. The workshops focused on the need to introduce population education core messages in the Asia-Pacific Programme of Education for All (APPEAL). These prototypes of exemplar instructional materials for primary education, literacy and continuing education programs were developed and tested during the workshops. These materials can be used by different countries in the regions as possible types of materials that can be adapted to suit their needs. The table of contents shows two parts. Part 1, "Exemplar Teaching/Learning Materials from Indonesia," contains the following: (1) "Small Family Size for Family Welfare"; (2) "Delayed Marriage"; (3) "Responsible Parenthood"; (4) "Population Planning for Environment and Resource Conservation and Development"; (5) "Reorientation of Population-related Beliefs and Values"; (6) "Enhancement of the Status of Women"; (7) "Small Family Size for Family Welfare"; (8) "Delayed Marriage"; (9) "Responsible Parenthood"; (10) "Enhancement of the Status of Women"; and (11) "Delayed Marriage." Part 2, "Exemplar Teaching/Learning Materials from Pakistan," contains the following: (1) "Our Problems"; (2) "Our Population"; (3) "Family"; (4) "Teaching of the Holy Prophet Muhammad"; (5) "Implications of Population Growth"; (6) "Living Things and Their Environment"; and (7) "Shimim's Story." The book contains pictures to illustrate the different scenarios for small and large families. (EH)

ED 382 488   SO 023 890

Integration of Population Education in APPEAL. Volume Three: Population Education in Literacy and Continuing Education.
PUB DATE- 92
NOTE- 130p.; For related volumes, see SO 023 888-889.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Demography; Economic Development; *Family Planning; Females; Foreign Countries; *Functional Literacy; Human Capital; Human Geography; *Instructional Materials; Integrated Activities; Learning Activities; *Lifelong Learning; Literacy; *Population Education; Teaching Methods; *Womens Education
IDENTIFIERS- Asia Pacific Programme of Education for All; Indonesia; Pakistan

These lesson plans for the adult learner result from two regional UNESCO workshops held in Indonesia in 1989 and Pakistan in 1991. Prototypes of exemplar instructional materials for primary education, literacy and continuing education programs were developed and tested during the workshops. The lessons focus on the need to introduce population education core messages in the Asia-Pacific Programme of Education for All (APPEAL). This volume is the third in a series of three to result from the workshops. Part 1, "Exemplar Teaching/Learning Materials from Indonesia," contains two sections. Section 1, entitled "Materials for Semi-Literates," offers the following lessons: (1) "Education Brings Light into a Woman's Life"; (2) "Education: Key to Women's Welfare"; (3) "Educated Mother: Better Quality of Life"; (4) "Women and Education"; (5) "Is There Enough Water for Everyone?"; (6) "Safe Water"; (7) "Together We Stand"; and (8) "Let's Organise Women's Groups for a Happier Community." Section 2, "Materials for Post-Literacy

Weil, Pierre
The Art of Living in Peace: Towards a New Peace Consciousness.
PUB DATE- 90
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; Foreign Countries; Global Approach; *Global Education; Higher Education; Holistic Approach; Human Relations; *International Education; *International Relations; *Peace; *Prosocial Behavior
IDENTIFIERS- Peace Education; UNESCO

This report summarizes the peace research and curricula that have proved to cause a deep change in the attitudes and behavior of the human being. The document focuses on the last 40 years with the work of the United Nations and UNESCO. It is designed for adults and is dedicated to peace education and peace educators. There are three modules in the report. Module 1 addresses: (1) General considerations concerning the method used in this document; and (2) The method of education. Module 2 contains: (1) General introduction; (2) A fragmentary vision of peace; (3) Peace considered as an external phenomenon from man; (4) Peace as an inner state or as state of spirit; (5) A holistic vision of peace; (6) The fragmented vision of education; (7) The holistic vision of education; (8) Towards a holistic vision of peace education; (9) Bibliography notes and references; and (10) Method of education. Module 3 includes: (1) Required conditions for a peace educator; (2) The process of destruction of peace; (3) The Art of Living in peace with oneself; (4) How was war born in the mind of men?; (5) Method of education; (6) The awakening and development of inner peace; (7) The peace of the body; (8) The peace of the heart; (9) The peace of the mind; (10) Bibliography notes and references; (11) Method of education; (12) The Art of Living in Peace with the others; (13) The contemporary "normose"; (14) The three social manifestations of the Energy; (15) The cultural education for peace; (16) Social education for peace; (17) The economic peace education; (18) Bibliography notes and references; (19) Method of education; (20) The Art of Living in Peace with the environment; (21) Nature of man and nature of the environment; (22) Towards an ecological method of education; (23) The ecological method of education; (24) Bibliography notes and references; and (25) Method of education. (EH)

ED 382 509   SO 024 930

Setting Achievement Levels on the 1994 National Assessment of Educational Progress in Geography and in U.S. History and the 1996 National Assessment of Educational Progress in Science. Final Version. Design Document.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- Apr 94
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Evaluation Research; Geography; Measurement; Minimum Competencies; Science Instruction; Standards; Student Evaluation; United States History

ED 382 533 SO 025 042

Antidote: Civic Responsibility. Minnesota Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 17p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Minnesota; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Minnesota state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 534 SO 025 043

Antidote: Civic Responsibility. Mississippi Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 17p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Mississippi; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Mississippi state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 558 SO 025 074

Mirochnik, Elijah
Knowledge of Body: An Other Picture of Architects and Design Education.
PUB DATE- Mar 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Collegiate Schools of Architecture (83rd, Seattle, WA, March 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Architects; *Architectural Education; *Design; Educational Philosophy; Educational Practices; Educational Theories; Epistemology; Experiential Learning; Higher Education
IDENTIFIERS- *James (William); *Sullivan (Louis H)

Prior to the 20th century the picture of a pre-designed universe was paralleled by the idea that only an external authority, like a deity or a scientific system of verification, could confirm what was or was not genuine knowledge. Today, the idea that knowledge and external authority are symbiotic partners continues to buttress descriptions of teaching and learning within the university design studio. Some observers believe that architects possessing privileged knowledge are entitled to count or dismiss what a student knows based on the extent that a student's performance of a design task complies with teacher expectations. Louis Sullivan's and William James's writings reveal an alternative picture in which a person's presence within their own body-in-the-world experiment is the entire basis for knowledge made inside of experience. Knowledge in design education, rather than requiring a body of knowledge, emerges within an experiential interaction in which teacher and student make meaning of their relationship with one another. (Author/MM)

ED 382 559 SO 025 075

Alexander, Kay, Ed.; Day, Michael, Ed.
Discipline-Based Art Education: A Curriculum Sampler.
PUB DATE- 91
NOTE- 327p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Education; Architecture; Art Criticism; *Art Education; Art Expression; Art History; Ceramics; Creative Art; *Curriculum Development; Curriculum Guides; *Discipline Based Art Education; Elementary Secondary Education; Fine Arts; Learning Strategies; Museums; Thematic Approach; Units of Study; Visual Arts

This sampler was designed for art specialists and art museum educators with a basic understanding of teaching discipline-based art education content. The introduction offers a brief history of the Sampler and explains its intended purpose and use. Then 8 unit models with differing methodologies for relating art objectives to the four disciplines: aesthetics, art criticism, art history, and art production, are presented. The sampler consists of two elementary units, two units for middle school, two units intended for required high school art, one high school studio ceramic unit, and a brief unit for art teachers and art museum educators that focuses on visits to art public's readiness for such punitive consequences to be implemented to produce desirable behavior changes. Teachers are encouraged to practice "nondoormat" behaviors in which they exhibit social powers in their actions with students. Five types of social power impacting the quality and quantity of classroom learning are described. Guidelines are offered for using extrinsic rewards as reinforcers for desired behavior. Lists are presented of punitive consequences that can be implemented by principals, teachers, and parents to control children's behavior. Practices that teachers can use to show a "nondoormat" behavior are also listed. Observable punishments that local city and county governments can use to discourage students from involvement in crime are noted. (JDD)

ED 382 577   SP 035 915

Labbe, Nancy; And Others
Teachers as Researchers in a Community Partnership.
PUB DATE- Apr 94
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Elementary Education; Elementary School Curriculum; Elementary School Teachers; Higher Education; *Mathematics Education; *Partnerships in Education; Problem Solving; Program Development; Program Effectiveness; Relevance (Education); *School Business Relationship; *Science Education; *Teacher Role
IDENTIFIERS- New York; State University of New York Coll at Oswego; *Teacher Researchers

Project SMART (Science and Mathematics Applied Resources for Teaching) is a cooperative partnership of schools, area industries, and the State University of New York at Oswego. In Project SMART's "Kids at Work" program, students learn that math and science skills are needed to reach their career goals, as students make field excursions to area businesses such as a grocery store, a papermaking plant, and an automobile dealership. Businesses/industries selected are those that perform tasks correlated to curricular science and mathematics concepts. The teacher's role is defined as a researcher and manager of the instructional and learning processes. Project SMART methods and materials have been replicated in four elementary schools in central New York school districts, and a replication outline is offered. Evaluation of Project SMART found that it increased the number of teachers who implement hands-on problem solving activities to demonstrate the relevance of math and science to students' present and future lives, and that the Project SMART community partnership provides the organizational structure that enables teachers to understand and improve their classroom practices through collaborative research. (JDD)

ED 382 578   SP 035 916

Dzuba, Ethelwyn June
Computer-Mediated Communication: Faculty and Student Conversations during the Field Experience.
PUB DATE- Oct 94
NOTE- 143p.; M.Ed. Thesis, University of Regina.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

States History; *Universities
IDENTIFIERS- Europe; Genesee College NY; *Nineteenth Century History; South Carolina College; University of North Carolina

This annual compilation presents four papers which focus on significant developments in higher education in nineteenth-century Europe and the United States. An introduction to the volume by Roger L. Geiger notes commonalities across the four papers and major trends in historical research on institutions of higher education. The first paper, by Nancy Beadie, is "From Academy to University in New York State: The Genesee Institutions and the Importance of Capital to the Success of an Idea, 1848-1871." This article's focus on the relationship between Genesee Wesleyan Seminary and Genesee College engages larger issues of the period, including curriculum change to include scientific and modern courses as well as effects of religious affiliation. The next article, "'We Desired Our Future Rulers To Be Educated Men': South Carolina College, the Defense of Slavery, and the Development of Secessionist Politics" by Michael Sugrue, focuses on the role of college president Thomas Cooper and political changes before and during the Civil War. The third article is by Thomas Kevin B. Cherry and is titled "Bringing Science to the South: The School for the Application of Science to the Arts at the University of North Carolina." This article questions the conventional view of a literary, nonscientific emphasis in Southern higher education, noting the efforts of president David Swain to create a program in applied science. The final article, "Patterns of Access to Modern European Universities: Rates of Enrollment" (Fritz Ringer), looks at trends during this period in Europe. Brief summaries of 21 recent dissertations in the history of higher education are also provided. (Individual papers contain reference notes.) (DB)

ED 382 117   HE 028 318

A Collection of Papers on Self-Study and Institutional Improvement 1995.
PUB DATE- Mar 95
NOTE- 268p.; For the 1994 publication, see ED 370 503. Prepared for the Program of the Commission on Institutions of Higher Education at the Annual Meeting of the North Central Association of Colleges and Schools (100th, Chicago, IL, March 25-28, 1995).
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Accreditation (Institutions); *College Administration; College Planning; Colleges; *Educational Improvement; Higher Education; *Institutional Evaluation; Institutional Research; Partnerships in Education; *Self Evaluation (Groups); *Standards
IDENTIFIERS- Commission on Institutions of Higher Education

This 11th publication of Annual Meeting papers presents 68 written materials related to invited speakers' oral presentations. The materials address issues of self-study and institutional improvement by institutions of higher education. Chapter 1, "From Self-Study to Site Visit: Case Studies," shares the experiences of a community college and a state university. Chapter 2, "The Role and Responsibilities of the Self-Study Coordinator," offers accounts by self-study coordinators on their experiences. Chapter 3, "Self-Study and Evaluation: Practical Advice," provides concrete suggestions on creating an effective resource room and using steering committees and technology in the self-study process. Chapter 4,

to 1992. First Edition.
PUB DATE- 93
NOTE- 294p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational History; Foreign Countries; Higher Education; *Medical Education; *Medical Schools
IDENTIFIERS- *Canada; *Canadian History

This survey of the history of medical education and medical schools in Canada contains chapters on each of Canada's medical schools in chronological order of establishment based on visits to each school and interviews with faculty and administration there. An opening chapter sums up the salient facts of the entire history of medical education by dividing the past two centuries into six major periods: pioneer period (1822-1885), dawning science (1885-1910), Flexner Report to the Depression (1910-1929), an incubation period (1930-1960), ferment and expansion (1960-1975), and consolidation (1976-1992). The next sections describe the following institutions: McGill University (Quebec); University of Montreal (Quebec); University of Toronto (Ontario); Laval University (Quebec); Queen's University (Ontario); Dalhousie University (Nova Scotia); University of Western Ontario; University of Manitoba; University of Alberta; University of Saskatchewan; University of Ottawa (Ontario); University of British Columbia; Sherbrooke University (Quebec); McMaster University (Ontario); Memorial University (Newfoundland); and University of Calgary. A final chapter contains some personal observations as well as ruminations on probable future developments. Includes an index and a list of interviewees by school. Contains over 350 references. (JB)

ED 382 137   HE 028 338

Scheetz, L. Patrick; Gratz, Rebecca
Estimated Supply and Demand for Michigan's College and University Graduates of 1994-1995.
PUB DATE- 7 Apr 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associate Degrees; *Bachelors Degrees; *College Graduates; *Doctoral Degrees; *Employment Opportunities; Higher Education; Intellectual Disciplines; Labor Market; Labor Supply; *Masters Degrees
IDENTIFIERS- *Michigan

This publication offers an estimated analysis of the employment supply and demand for 1994-95 associate, baccalaureate, masters, and doctoral graduates of Michigan colleges and universities. An opening section briefly outlines the methods and definitions used for the analysis, in particular noting that placement directors and academic planning counselors at Michigan colleges and universities evaluated the supply and demand situations for each academic program offered by their respective institutions. This section also briefly analyzes demographic and economic trends affecting the labor market including increases in the minority proportion of the labor force, estimated average salaries, and future trends creating job opportunities. The rest of the document contains four sections, one for each degree level. The lists group areas of disabilities, closed-captioning (April 3-7); (2) impact of technological advances, Peru, Russia and Ukraine; Vietnam War, balance of trade, nature and the poet, human vision and medical technology, the presidency of Franklin Delano Roosevelt, and cultural icons (April 10-14); (3) ultrasound and its applications, the third nuclear age, Taiwan broadcasting, censorship, single-sex classrooms, presidential press conference, guide to government agencies, the Oklahoma City bombing and public knowledge, a news database, events that changed the world, and combating terrorism (April 17-21) and; (4) planning a trek, Oklahoma city bombing (How has it affected me?), small businesses of immigrants, Vietnam in the 20th Century, science pioneers, Oklahoma City and what to tell kids, and Oklahoma City: fact vs. rumor (April 24-28). (MAS)

ED 382 157   IR 017 081

Komoski, P. Kenneth; Plotnick, Eric
Seven Steps to Responsible Software Selection. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Software Evaluation; Computer Software Reviews; *Computer Software Selection; Computer Uses in Education; *Courseware; Elementary Secondary Education; Instructional Materials; *Media Selection; Microcomputers; Needs Assessment; *Selection Tools
IDENTIFIERS- ERIC Digests

Microcomputers in schools contribute significantly to the learning process, and software selection is taken as seriously as the selection of text books. The seven step process for responsible software selection are: (1) analyzing needs, including the differentiation between needs and objectives; (2) specification of requirements; (3) identifying promising software, with a discussion of possible sources of information; (4) reading relevant reviews and where to find them; (5) previewing software with intended student group; (6) making recommendations on software for purchasing; and (7) getting post-use feedback to determine the conformance or discrepancy between objectives and actual student performance. (Contains six references.) (MAS)

ED 382 158   IR 017 088

Richie, Mark L.
Quality Management for Educational Technology Services: A Guide to Application of the Deming Management Method for District, University and Regional Media and Technology Centers.
PUB DATE- 94
NOTE- 302p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administration; Educational Technology; *Education Service Centers; Improvement; Management Development; *Management Systems; Teamwork; *Total Quality Management

scientists concerned with computing and technology studies, and academic administrators can benefit from this book by gaining an understanding of the sociocultural context of technological change as a basis for more informed decision making. (Contains 79 references.) (MAS)

ED 382 176   IR 017 113

Radlick, Michael
A Cost Model: Implementing Technology in New York State Public Schools. A Paper for Discussion.
PUB DATE- Nov 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computers; Computer Uses in Education; *Cost Estimates; *Educational Technology; Elementary Secondary Education; Models; Multimedia Instruction; Program Costs; Program Implementation; *Public Schools; State Aid; State Programs; Statewide Planning; Telecommunications
IDENTIFIERS- *New York

Despite the potential of technology, it is clear that the benefits of computers, multimedia and telecommunications technology are not as widespread in schools as could be hoped. To ensure that all students and teachers have access to technology, the issue of comprehensive, statewide implementation must be addressed. This cost model for implementing technology statewide was developed in order to push beyond the level of mere discussion and to make the vision of ubiquitous technology a reality. This cost model defines a vision of technology capability and access for schools and students, and then outlines the expenditure required in New York state to fully implement the vision. The intent of this document is not to derive the exact cost for technology implementation, but rather to serve as a starting point for discussion. The three-stage cost model in this paper can give everyone--including local, state, and federal organizations--the ability to define the order of magnitude of cost involved in implementing statewide technology, and provides a firmer basis for discussing priorities and strategies for obtaining support from local, regional, state, and federal representatives. The cost model is built on the following sets of key assumptions, all of which are discussed in detail: educational assumptions, deployment/implementation assumptions, technology assumptions, and fiscal assumptions. Technology cost assumptions include workstation costs, network infrastructure costs, and salary, staff development, and equipment maintenance costs. The appendix provides the detailed cost components for each stage of the model, and includes copies of the spreadsheets used to calculate all costs. (MAS)

ED 382 177   IR 017 114

Radlick, Michael
Restructuring School: What Is Changing in Classrooms? How Does Technology Fit?
PUB DATE- Jun 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Conventional Instruction; *Curriculum Development; *Educational Assessment; *Educational Change; Educational

developed a minority recruitment plan. Three tables illustrate findings on major reasons minority students chose their school, reasons why students (minority and non-minority) chose their school, and methods used to recruit minority students. (Contains 29 references.) (MAS)

ED 382 195 IR 055 451

Guide to Spoken-Word Recordings: Popular Literature. Reference Circular No. 95-01.
PUB DATE- Jan 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Audiotape Recordings; Biographies; Corporations; Drama; *Fiction; Individual Development; *Information Sources; *Nonfiction; Physical Disabilities; Poetry; Radio; Social Sciences; *Talking Books; Visual Impairments

This reference circular contains selected sources for the purchase, rental, or loan of fiction and nonfiction spoken-word recordings. The sources in sections 1, 2, and 3 are commercial and, unless otherwise noted, offer abridged and unabridged titles on audio cassette. Sources in section 1 make available popular fiction; classics; poetry; drama; biographies; and titles in business and related fields, personal development, and the social sciences. Some of the sources offer interviews with authors or contemporary personalities, and vintage radio programs. In section 2, companies with titles in specialized subject areas are identified. Commercial sources specializing in spoken-word recordings for children or offering separate catalogs for children's titles are covered in section 3. Section 4 presents information about recorded books available on loan to persons with physical or visual disabilities, and section 5 lists selected resources for additional information. The information was compiled from current catalogs. (AEF)

ED 382 196 IR 055 455

Searching across the Curriculum. An ESEA Chapter 2 Project.
PUB DATE- 94
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Curriculum Guides; Elementary Secondary Education; Information Retrieval; *Information Seeking; *Information Skills; Information Technology; *Lesson Plans; Library Instruction; Library Skills; *Research Skills; *Search Strategies

In order to use new educational technologies effectively and to help students cope with the mass of information that has become available, librarians have begun to develop strategies and lessons to instruct students in searching. There has been, however, no detailed curriculum in the schools to ensure that students and teachers in grades K-12 are using a logical, consistent, and sequentially ordered research process. This guide was developed to address the need for and to elaborate on the scope and sequence of research skills. Lessons incorporating the skills, using current technology, and addressing new educational paradigms were designed, reviewed, and field-tested in three schools. The 15 lessons represent experimental efforts by the participating teachers and

Finance Data in the Public Library Statistics Program: Definitions, Internal Consistency, and Comparisons to Secondary Sources. Technical Report.
PUB DATE- Apr 95
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Definitions; Evaluation Criteria; Government Libraries; Library Funding; *Library Statistics; *Operating Expenses; Operations Research; Program Evaluation; *Public Libraries; Research Methodology; *Statistical Analysis; Tables (Data)

This report, the third in a series, contains the results of an evaluation of the definitions and internal consistency of the finance variables used in the Federal State Cooperative System Public Library Statistics (FSCS/PLS) program, and a comparison of the statistics collected for these variables to selected statistics from independent sources. Chapter 1 contains an evaluation of the definitions used for the operating income and expenditure variables and recommendations for enhancing the definitions. Chapter 2 is a comparison of the finance statistics in the FSCS/PLS to census bureau statistics on governments, state directories, a Public Library Association dataset, and federal library grant data. Chapter 3 provides an evaluation of the internal consistency of the following: definitions, financial statistics, operating income and operating expenditure variables, staffing and finance variables, finance variables alone, capital and operating expenditure, and collection expenditure and collection counts. Principal findings include the following: the reporting instruments used by the states to collect public library statistics show a remarkably high degree of conformity to the definitions for finance variables called for by the FSCS/PLS program; the FSCS/PLS finance variables are very consistent; the FSCS should clarify the objectives for reporting capital outlay; and FSCS/PLS program data on the finances of public libraries compare favorably to the statistics available from the limited number of other sources. Appendices provide a comparison of FSCS definitions of financial variables from 1990 through 1992, a description of methodology, a comparison of total operating income for public libraries, and a comparison of statistics on income from the Federal Government in 1991. Finance data is provided is 18 tables. (Contains 68 references.) (AEF)

ED 382 216 IR 055 511

Keenan, Nancy; And Others
The Montana Library and Information Skills Model Curriculum Guide.
PUB DATE- 94
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childrens Literature; Content Area Reading; Cooperative Planning; Curriculum Guides; Elementary Secondary Education; *Information Literacy; Information Technology; *Learning Resources Centers; Library Guides; Library Personnel; Library Role; *Library Skills; Literacy; Problem Solving; *Program Descriptions; *School Libraries

members and publications. (AC)

ED 382 234 JC 950 087

Examen des politiques institutionnelles d'evaluation des apprentissages et de leur mise en oeuvre: L'etat et les besoin de l'enseignement collegial en evaluation (An Investigation of the Institutional Policies of Evaluation of Learning and Their Implementation: The Status and the Needs of Evaluation in Collegial Education).

PUB DATE- Jun 93
NOTE- 91p.
LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Educational Quality; Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Policy Formation; Program Effectiveness; *Program Evaluation; *Program Implementation; *School Policy; State Standards; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Quebec

This two-part report by the Commission on Evaluation of Quebec's Council of Colleges focuses on the progress of the province's colleges in developing and implementing legislatively mandated policies concerning the evaluation of learning. Chapter 1 identifies the 107 of 112 colleges with written policies meeting the criteria established by the Commission as of November 30, 1992, and presents the results of 67 site visits conducted to investigate the implementation of apprenticeship evaluation policies. This chapter also identifies the institutions visited and the persons and groups with whom the Commission met, and then discusses the progress of the colleges in meeting the Commission's indicators concerning the diffusion of the policy, the assignment of responsibility for implementing the policy, and the development of course plans. In addition, the extent to which the policies have become instruments for institutional development is assessed. In chapter 2, the Commission enumerates the criteria of quality to be included in learning evaluations, and proposes a set of elements that should be taken into consideration by all colleges when they revise their policies for learning evaluation. These elements correspond to three questions: Why conduct such an evaluation? Toward what should it be directed? How should it be accomplished. In conclusion, the Commission presents its perspective on the work that has been conducted in this area and offers guidelines for the future. Appendixes provide tables illustrating trends in policy formation between 1985 and 1992 and provide extracts from a report by the Council of Colleges on priorities for the renewal of instruction. (AC)

ED 382 235 JC 950 088

La Repartition Geographique des Programmes Techniques: Document de reflexion, Commission de l'enseignement professionnel (Geographic Distribution of Technical Programs: Discussion Paper, Commission on Professional Instruction.)

PUB DATE- Jul 93
NOTE- 160p.
LANGUAGE- French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Planning; Community Colleges; *Enrollment Projections; Enrollment Trends; Foreign Countries; *Geographic

Technical Colleges adopted goals and attainment measures for improving the participation of people of color in system colleges, focusing on enrollment, retention, completion, and employment rates of ethnic groups compared to their proportions in the state's population. An analysis conducted of people of color participation in state colleges for 1990-93 indicated the following: (1) from fall 1991 to fall 1992, participation rates in academic courses increased from 2.9 to 3.0 per 100 people in the adult population for African Americans and from 2.7 to 2.8 for Native Americans, but decreased from 3.3 to 3.2 for Asian Americans and from 1.8 to 1.6 for Hispanics; (2) in general, the percent of students of color in Washington community colleges was 20%, compared to 14% in the state's population; (3) from 1990 to 1991, the percent of students of color who left during or immediately after their first term declined from 27% to 26%, while for White students that figure from 21% to 22%; (4) from 1991-92 to 1992-93, the ratio of enrollments to degrees awarded fell from .9 to .85 for African Americans and from 1.08 to 1.07 for Whites, but increased for Asian/Pacific Islander, Hispanic, and Native American students; (5) 14% of all students enrolled from 1986-90 transferred within 4 years, compared to only 6% of African American students in the cohort; and (6) from 1990-91, the disparity between ethnic group and White job placement rates decreased, with the largest decrease occuring in the disparity between Native American and White employment. (KP)

ED 382 252   JC 950 235

Seppanen, Loretta
Bachelor's Degree Holders Enrolled in Washington Community
  Colleges. Research Report No. 94-4.
PUB DATE- Jan 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bachelors Degrees; Community Colleges; Comparative
  Analysis; Enrollment Trends; Parent Education; *Student
  Characteristics; *Student Employment; Two Year Colleges; *Two
  Year College Students
IDENTIFIERS- Washington State Community College System

A study was undertaken by the Washington State Board for Community and Technical Colleges to gather descriptive information on students enrolled in the state's community and technical colleges who have a bachelor's degree or higher. Findings included the following: (1) 10,340 out of the 148,000 students enrolled in fall 1993 possessed bachelor's degrees; (2) 44% cited upgrading and retraining as reasons for enrolling and 25% cited parent education; (3) 9% enrolled to prepare for further education at a university; (4) two-thirds of the degree holders were women; (5) the median age was 36, compared to the college median age of 27; (6) 50% were employed full-time, 24% were employed part-time, and 11% were seeking work; (7) degree holders showed a lower unemployment rate than typical students, and a full-time employment rate double that of typical students; (8) the majority of bachelor's degree holders were parents with dependent children, compared to one-third of all students; (9) excluding the degree holders who were enrolled in parent education programs, about one-third of the bachelor's degree holders were parents; (10) 86% were white; and (11) the colleges enrolling the highest percentage of degree holding students were North Seattle Community College, with 16.9% of enrolled students having bachelor's degrees or higher in fall physical features in relationship with one another, and isolated cultural or physical features. Photo CD's are a simple, cost-effective, state-of-the-art means to digitally archive or catalog standard 35mm slides or print negatives. The bulky slide projector is substituted with a small, compact CD player which can be plugged into a television monitor, or be interfaced with a computer. Software packages presently available from Kodak allow the user to build photographic portfolios and integrate them with graphics and audio. The CD player can zoom in on a portion of the image, pan, and rotate the image full circle, compose, and sequence the photos from an index of 100 to 700 images. No longer is the teacher limited to the linear progression and bulky hardware of the slide projector, but rather has a tool that provides him/her with the flexibility to use images at their best time in their best measure. (KP)

ED 382 271   JC 950 255

Lessard, Richard
Empowering Workplace Students: A Practitioner's Challenge.
PUB DATE- Feb 95
NOTE- 21p.; Paper presented at "Workforce 2000," the Annual Conference on Workforce Training of the League for Innovation in the Community College (3rd, San Diego, CA, February 8-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Industrial Training; Job Skills; *Labor Force Development; Literacy; *Literacy Education; Outcomes of Education; *Partnerships in Education; Program Effectiveness; *Program Implementation; *School Business Relationship; Skill Development; *Student Centered Curriculum; Teaching Methods; Two Year Colleges
IDENTIFIERS- Alpena Community College MI; *Student Empowerment; Workplace Literacy

For the past 4 years, Alpena Community College, in Michigan, has participated in the Workplace Partnership Project (WPP), a federally funded grant program designed to provide literacy skills to individuals currently employed but lacking the background to keep pace with the changes of the modern workplace. The process for establishing classes at a site is designed to empower students as much as possible, establishing an advisory group to represent the concerns of everyone in the process, preparing directly applicable materials, and involving students in their own evaluation and assessment. The learner-driven curriculum is based on the premise that students know more about what they need to learn than the instructor does, and by listening, the instructor can offer them the relevance they have not found in traditional educational settings. Adult learners are results oriented, have little patience for bureaucracy, and may not have had positive experiences with education in the past. In order to be effective, workplace educators must overcome initial worker skepticism, and be prepared to scramble to prepare materials for the student-driven agenda. The instructor then becomes a facilitator, encouraging workers to be responsible for their own learning. Some WPP classrooms have undertaken efforts to improve their workplace and presented proposals developed in class to management. The program has shown that when students are empowered, they are just as concerned with workplace

1993) and 300 non-degree students (representing 4% of the 7,436 students), were surveyed. Based on responses from 78% of the degree-credit students and 76% of the non-degree students, study findings included the following: (1) the average age of non-degree students was 39, while the average age of degree-credit students was 26; (2) slightly less than 30% of degree-credit students and none of the non-degree students attended WRHC full time; (3) 45% of the degree-credit students and 63% of the non-degree students entered with some college coursework; (4) 60% of the degree-credit students worked full time, earning an average salary of $37,537; (5) almost 80% of the non-degree students worked full time, and nearly 80% earned an average salary of $57,157; (6) slightly less than 50% of the degree-credit students were paying for their own education, and the average salary of parents supporting students was $65,378; and (7) most degree-credit students stated that they were persuaded to attend due to the proximity to campus, cost, and the availability of desired courses, while non-degree students were more influenced by the semester schedules sent by WRHC through the mail. The survey instrument is included. (KP)

ED 382 289 JC 950 275

Lucas, John A.; Zilkowski, Robert R.
Study of Former Students of the Word Processing Program. Volume XXIII, No. 5.
PUB DATE- Dec 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; Community Colleges; Education Work Relationship; Graduate Surveys; Managerial Occupations; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; Self Evaluation (Groups); *Student Attitudes; Student Behavior; Student Characteristics; Two Year Colleges; Vocational Followup; *Word Processing
IDENTIFIERS- William Rainey Harper College IL

As part of the program evaluation and review process at William Rainey Harper College (WRHC) in Illinois, a follow-up study was conducted of students who had enrolled in the college's Word Processing Program between summer 1989 and spring 1994. A survey was mailed to 500 former students, receiving a response rate of 37.6%. Study findings included the following: (1) 95% of Word Processing students were female; (2) their average age was 31.3, and 70% were over 21; (3) 38% were attempting to secure a new job, while 19% were improving their current job skills; (4) students' grade point average at WRHC was 2.99, and they had earned an average of 23 credit hours; (5) 78% had been enrolled for 2 or more years, and 42% had been enrolled at least 5 years; (6) 73% had taken advanced WordPerfect 5.1 and 51% had already taken DeskTop Publishing with WordPerfect 5.1; (7) students showed interest in future courses including Advanced WordPerfect 6.0 for Windows, Advanced WordPerfect 6.0 DOS, DeskTop Publishing with WordPerfect 6.0, and Advanced Microsoft Word for Windows; (8) two-thirds of the former students were employed full time, 19% were employed part time, and 4% were unemployed; (9) students' first full-time jobs paid an average of about $21,000 per year and first part-time jobs paid an average of $8.90 per hour; (10) mean salaries of current full-time jobs was $27,700, while the mean wage rate for current part-time jobs was $9.38 per hour; and (11) students rated the word processing courses as of high value and

Lewis, Eleanore Grater
Take a Good Look: Developmental Screening.
PUB DATE- Jan 93
NOTE- 17p.; Paper presented at the Annual Conference and Exhibit of the Association for Supervision and Curriculum Development (49th, Chicago, IL, March 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; *Evaluation Methods; Evaluation Needs; *Preschool Children; Preschool Education; Program Descriptions; *Screening Tests; *Student Evaluation; Test Selection; *Test Use
IDENTIFIERS- *Developmental Screening

Developmental screening is a brief survey of a child's level of functioning in the areas of fine and gross motor skills, cognitive abilities, speech and language (communication), social and emotional development, and sensory functioning. Screening differs from assessment, which is conducted after screening and may mean either a diagnostic evaluation conducted by a specialist, or an ongoing process to determine children's developmental progress. Assessment may also be used to plan appropriate curriculum for children. The paper provides information on the results of screening tests, discusses the Head Start mandate concerning screening, and lists what should be included in the screening process. The attributes of a good standardized screening measure are listed as validity, reliability, developmental content, norms, brevity, efficiency, cost effectiveness, special needs, space needs, administration, clarity of instruction, target, and scoring. The benefits and pitfalls of using a standardized tool are examined, as well as how, when, and by whom screening should be conducted. Developmental screening needs to be a part of preschool programs. (MDM)

ED 382 309 PS 022 926

America's Children & the Information Superhighway: A Briefing Book and National Action Agenda.
PUB DATE- Sep 94
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; Children; *Computer Literacy; *Educational Needs; Elementary Secondary Education; Futures (of Society); *Information Networks; National Surveys; Social Change; *Technological Advancement
IDENTIFIERS- *Information Superhighway

A study was conducted to determine how the information highway affects today's children and to develop a set of national children's goals and an action plan for achieving them. The study's methodology included a review of relevant child development and telecommunications literature, identification of model programs, analysis of experiences with earlier technologies, and interviews with educational experts. Key findings included the following: (1) emerging information technologies will affect children's quality of life; (2) most American children do not have the skills they will need for the job market; (3) affluent parents are supplementing the information technology education their children receive at each of these stereotypes is invalid. Two appendices provide additional stereotypes and a demographic profile of children in the Unites States. A list of selected publications from the Center for Demographic Policy of the Institute for Educational Leadership is included. Contains 18 references. (MDM)

ED 382 328 PS 023 089

Durch, Jane S., Ed.
Protecting and Improving Quality of Care for Children under Health Care Reform: Workshop Highlights.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; March of Dimes Birth Defects Foundation, Washington, D.C.; Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Child Health; Government Role; *Health Needs; *Health Services; *Medical Care Evaluation; *Medical Services; Mothers; Research Methodology; Workshops
IDENTIFIERS- *Health Care Reform; Maternal Health

This report discusses the quality of health care for children in light of national health care reform proposals put forth in 1994, and is based on presentations and discussions at an invitational workshop on maternal and child health. The report examines issues related to: (1) the differences between health care provision for children and adults; (2) the dependent status of children; (3) children's patterns of illness and injury; (4) monitoring the quality of children's care needs, including medical and non-medical services; (5) the identification of additional indicators to assess children's health; (6) the establishment of accountability for the quality of the care that children receive; and (7) the need for further research to develop better techniques and tools to support assessments of the quality of children's health care. Two appendices provide a list of related publications from the Institute of Medicine and the National Research Council and a list of workshop participants. (MDM)

ED 382 329 PS 023 090

Abel, Cynthia H., Ed.
Benefits and Systems of Care for Maternal and Child Health under Health Care Reform: Workshop Highlights.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; March of Dimes Birth Defects Foundation, Washington, D.C.; Public Health Service (DHHS), Rockville, MD. Office of Disease Prevention and Health Promotion.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Health; Females; Government Role; Health Insurance; *Health Needs; *Health Services; Medical Care Evaluation; *Medical Services; Mothers; Public Health; Workshops
IDENTIFIERS- *Health Care Reform; *Maternal Health; Public Health

IDENTIFIERS- *Anti Bias Practices

This Spanish-language guide presents an anti-bias, multicultural approach to family day care. Part A provides a rationale for such an approach. Subsections of this part concern: (1) family day care as a site for the transmission of bias; (2) characteristics of an anti-bias, multicultural approach; (3) language and stereotypes; (4) developmental tasks at different ages; (5) parents as partners; (6) the family day care environments; and (7) strategies to use with children. Part B outlines ideas for children's anti-bias, multicultural projects, describing such activities and offering guidelines for celebrating nontraditional holidays. Part C describes children's books and adult resources and lists sources of hard-to-find items. Subsections of this part offer: (1) a checklist for books, toys, and materials; (2) an annotated bibliography of 301 items of children's literature, indexed according to gender of the main character, the race or culture of the main character, multi-ethnic content, and other characteristics such as special need content and a strong anti-bias message; (3) an annotated bibliography of 32 resources for adults; (4) a list of companies with anti-bias or multicultural books and materials; and (5) a list of resource organizations. Contains 57 references. (HTH)

ED 382 350   PS 023 185

Theilheimer, Ish, Ed.; Eisner, Kathy, Ed.
What's on? You, Your Family and the Tube = Qu'y a-t-il au
  programme? Vous, votre famille et la tele.
PUB DATE- Mar 95
NOTE- 33p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal
  Viewpoints/Position Papers/Essays (120),Opinions/Personal
  Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Children; Commercial Television; Eskimos; *Family
  Life; Foreign Countries; *Mass Media Effects; Mass Media Role;
  Multimedia Materials; *Programming (Broadcast); Sex Bias; Sex
  Stereotypes; Social Change; *Television Research; *Television
  Viewing; Violence
IDENTIFIERS- Canada; Canadian Radio Television Commission

This issue of the Canadian journal "Transition," in French and English language versions, examines the impact of television viewing and programming on family life. Major articles in this issue are: (1) "Virtual Unreality: Television, Families and Communities in the Nineties" (Alan Mirabelli), describes the isolating influence of television and how it has become the main socializer of children; (2) "IBC: 'Culture in the Making' in the North" describes the highly successful cultural programming of the Inuit Broadcasting Corporation (IBC) aimed at an audience reaching from the Yukon to Labrador to the high Arctic; (3) "For Communication in the Public Interest," an interview with the chair of the Canadian Radio-television and Telecommunications Commission; (4) "We Are What We Watch: Challenging Sexism and Violence in the Media" (Meg Hogarth) on television's stereotypical images of men and women and the violence in programming aimed at children; and (5) "Interactive Multimedia: Edu-tainment Is the Name of the Game" on interactive computer software. Also included in the journal are summaries of the research on the impact of television. (HTH)

ED 382 351   PS 023 187

of early childhood primary school administrators, early childhood primary teachers, and parents were surveyed. The study found that kindergarten teachers were implementing DAPs to a higher degree than other early childhood primary grade teachers. It found a moderate relationship among administrators, teachers, and parents with regard to their respective perceptions of the implementation of DAPs. Regarding preferred practices, there was a moderate relationship between administrators and teachers and a substantial relationship between administrators and parents and teachers and parents. The study also identified a gap between actual practice and preferred practice among teachers and administrators. Contains seven references. (MDM)

ED 382 370 PS 023 251

Reaching Rural Families.
PUB DATE- Apr 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; *Child Development; Childrens Television; Developed Nations; Developing Nations; Early Childhood Education; *Family Programs; Foreign Countries; Newsletters; Parent Education; *Poverty Programs; Program Descriptions; Program Development; *Rural Education; Surveys
IDENTIFIERS- Australia; *Bernard van Leer Foundation (Netherlands); Peru; Portugal; South Africa; Spain; Thailand

This newsletter issue focuses on programming undertaken to address the health and educational needs of rural families in developing and developed nations. After examining the nature of rural families and rural poverty, the newsletter discusses: (1) the Mon Women's Organization in Thailand; (2) The "Contact With Kids" parent education project in Australia; (3) the "Preescolar na Casa" television program for preschoolers in Spain; (4) the Mobile Early Childhood Development project in Portugal; (5) the "Learning for All Trust" parent workshop program in South Africa; (6) the development of rural children in Peru; and (7) Colombia: communities helping themselves. Other sections of the newsletter report on educational programs undertaken by the Bernard van Leer Foundation, a survey of newsletter readers, and reviews of resources and books of interest to early childhood educators. (MDM)

ED 382 371 PS 023 252

Manning, Maryann; And Others
Spelling in the Kindergarten: A Constructivist Analysis of Year-Long Spelling Development.
PUB DATE- Nov 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 9-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Black Students; *Invented Spelling; Kindergarten; *Kindergarten Children; Primary Education; *Sentence Structure; *Spelling; Spelling Instruction; White Students; *Writing Skills
IDENTIFIERS- African Americans; *Spelling Growth

This study examined the spelling growth of kindergarten children

ED 382 390 PS 023 291

Allen-Lesibu, Sandra
New York State PreKindergarten Programs in New York City: Strategies for Creating Multicultural Early Childhood Programs. A Collaborative Approach.
PUB DATE- 15 Apr 94
NOTE- 20p.; Paper presented at the National Head Start Association Training Conference (21st, Louisville, KY, April 15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Art; Class Activities; *Cooperation; Creativity; Cultural Differences; Early Childhood Education; Holidays; Mathematics Education; *Multicultural Education; Music; Parents as Teachers; Science Education; Toys
IDENTIFIERS- Blocks; *New York; New York City Board of Education; Parent Child Centers

This report begins by discussing the role of the New York Education Department; community education agencies; school boards, administrators, teachers, and their associations; community-based organizations; and the role of other state and local agencies in creating collaborative approaches to early childhood programming. Several collaborative early childhood programs are described to make up the bulk of the report, including: the Adolescent Child Care Program (funded by the Child Care and Development Block Grant); Early Childhood Direction centers (statewide referral and information networks for parents and professionals who suspect a child under five years of age to have a disability or be at risk of developing a disability); the New York State Prekindergarten Program; Community Schools Programs; Even Start Family Literacy program; Education of Homeless Children and Youth Program; programs for students with disabilities, including the SuperStart Prekindergarten Program, the SuperStart Plus program, and Kindergarten Plus, Grade One Plus, and Grade Two Plus programs; and the Summer Primary/Promoting Success program. A list of 12 areas in early childhood programming for which multicultural strategies can be developed and a discussion of conclusions end the report. (DR)

ED 382 391 PS 023 292

Burch, Patricia; Palanki, Ameetha
From Clients to Partners: Four Case Studies of Collaboration and Family Involvement in the Development of School-Linked Services. Report No. 29.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Case Studies; Community Involvement; Community Programs; *Coordination; Elementary Secondary Education; *Integrated Services; Parent Education; Parent Participation; Parents as Teachers; Program Descriptions
IDENTIFIERS- Family Support; School Based Clinics; *School Based Services

including education-related information, and other services. The second section of the digest lists four common ways educators can access the Internet. First, in some states and regions, networking systems provide Internet access to educators and others. Second, access can be obtained through community computing networks. Special projects at universities and colleges offer a third way of accessing the Internet. Finally, commercial services provide Internet access for a fee. The final section of the digest offers suggestions for finding information on the Internet. These include reading Internet guide books, commonly available in bookstores; asking discussion group participants; using Internet finding tools such as Veronica, various tools for searching the WWW, and examining gopher and WWW sites that provide topical listings of Internet resources; and using the AskERIC electronic question-answering service. (BC)

ED 382 410 PS 023 372

Rothenberg, Dianne
Full-Day Kindergarten Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Demography; *Full Day Half Day Schedules; *Kindergarten; Kindergarten Children; *Outcomes of Education; Primary Education; Social Development; Student Behavior; *Student Centered Curriculum
IDENTIFIERS- *Developmentally Appropriate Programs; ERIC Digests; Program Characteristics

Changes in American society and education over the last 20 years have contributed to the popularity of all-day, every-day kindergarten programs. Full-day kindergarten is popular for a number of reasons. Full-day programs eliminate the need to provide buses and crossing guards at mid-day. In high-poverty schools, state and federal funding for at-risk students is often used to supplement all-day funding. Most important, research studies confirm that attendance in full-day kindergarten results in academic and social benefits for students, at least in the primary grades. One study found that full-day kindergartners exhibited more independent learning, classroom involvement, productivity in work with peers, and reflectiveness than did half-day kindergartners. However, observers of trends in kindergarten scheduling argue that the issue underlying the value of kindergarten programs is that of creating developmentally appropriate learning environments for all kindergarten children, regardless of the length of the school day. Developmentally appropriate, child-centered, all-day programs: (1) integrate new learning with past experience through project work, mixed-ability grouping, and mixed-age grouping; (2) involve children in first-hand experience; (3) emphasize language development; (4) work with parents to share information about their children; (5) offer a balance of small group, large group, and individual activities; (6) assess students' progress through close teacher observation; and (7) develop children's social skills. Contains 13 references. (BC)

ED 382 411 PS 023 373

Guide, Student Activities--Part I, Research Unit--Part II.
PUB DATE- 92
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Education; Biographies; *Canada Natives; Canadian Studies; *Civics; Curriculum; Elementary Secondary Education; Federal Indian Relationship; Foreign Countries; Instructional Materials; Interviews; Language Arts; Learning Activities; *Library Skills; Politics; Public Officials; Reading Materials; Research Papers (Students); *Research Skills; Research Tools; Sculpture; Student Research; Teaching Guides; Vocabulary Development; Writing Assignments
IDENTIFIERS- Crazy Horse; *Manitoba

This language arts curriculum developed for Native American students in Manitoba (Canada) consists of a teachers' guide, a student guide, and a research unit. The curriculum includes reading selections and learning activities appropriate for the different reading levels of both upper elementary and secondary students. The purpose of the unit is for students to develop skills in brainstorming, biography writing, letter writing, note taking, researching, interviewing, spelling, and vocabulary. Reading selections focus on Elijah Harper, an Ojibway Cree Indian who helped defeat the Meech Lake Accord, an amendment to Canada's Constitution proposed in 1987. The Meech Lake Accord would have transferred power from the federal government to provincial governments and would have failed to take into account the interests of Natives, women, and minorities. The curriculum also includes reading selections on the creation of the Aboriginal Justice Inquiry and on Crazy Horse. The guide includes directions for pre-reading activities, ideas for discussions, post-reading activities, and answers to student learning activities. Students work together using notes from class discussions to write a biography of Elijah Harper. Students are then required to write a biography on a Native person of their choice who has been recognized for making a contribution to Native culture. The guide also includes additional resources; information on interviewing, letter writing, brainstorming, biographies, and spelling; background information on the Meech Lake Accord and the Aboriginal Justice Inquiry; and additional ideas for classroom activities. The student activities guide includes comprehension questions for discussion or written response; vocabulary, grammar, and spelling exercises drawing on the content of the reading selections; and supplementary word search activities. The research unit, written for upper elementary and secondary students covers the following topics: how to research, choosing a topic, organizing research, making notes, finding reference materials, using guide words, using the card catalogue, using the encyclopedia, using periodicals, making a research diary, using a bibliography, organizing by subtopics, organizing by outlining, using tables and graphs, and reference review. Each topic includes student learning activities. (LP)

ED 382 428 RC 020 091

Performance of Bureau of Indian Affairs Off-Reservation Boarding Schools. Oversight Hearing To Review the Performance of Bureau of Indian Affairs Off-Reservation Boarding Schools. Hearing before the Committee on Indian Affairs. United States Senate, physics. The third section contains fact sheets intended for teachers, to assist them in improving their knowledge of a variety of issues in global change. Each activity focuses on Earth as an integrated system and includes an annotated bibliography of useful references. Some of the global change activity topics include: (1) the greenhouse effect and global warming; (2) ozone depletion; (3) shrinking freshwater resources; (4) deforestation and effects on biodiversity; (5) climate modeling; (6) volcanic eruptions; and (7) proxy data for global climate change. (ZWH)

ED 382 445   SE 055 019

Wartski, Bert; Wartski, Lynn Marie
Low Budget Biology: Genetics Unit.
PUB DATE- 93
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Genetics; *Science Activities; Science Education; Secondary Education
IDENTIFIERS- Hands on Science

Some concepts in genetics are difficult for many students to understand. This document provides hands-on, cost efficient, fun activities for students to help them better understand abstract concepts in genetics. Each activity includes: purpose, introduction, materials, procedures, results and conclusion. Some of the topics explored are: (1) dominant and recessive genes; (2) genetic code; (3) Punnett Squares; (4) phenotype and genotype; (5) allele traits; (6) human genetic disorders; and (7) forensics and genetics. (ZWH)

ED 382 446   SE 055 092

Elashkar, Sam
There Is a New World Out There: Internationalizing the Science Curricula.
PUB DATE- May 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; Higher Education; *Microbiology; *Multicultural Education; *Science Curriculum; Science Education; Scientific Concepts

With great emphasis on global learning and the greater influx of diverse international students into the community colleges, science instructors need more than ever before to make their classrooms culturally aware. This microbiology course includes a brief introduction to the role of bacteria and micro-organisms in industry, agriculture, and infections. The course will examine "Endemic" (localized in certain countries) and "Pandemic" (world-wide) microbial infections and diseases. Understanding microbial theories of diseases in certain societies, cultures, and countries is important because in helps explain the disease-causing process, effects of geographical locations, and the evolutions of microorganisms. The course also discusses the historical analyses of disease transmission, epidemiological studies and global control

Algebra, Data Management, Geometry, Measurement, Number Concepts, and Number Operations. The introduction includes discussion of: rationale, goals, big ideas (mathematical reasoning; patterns and problem solving; mental mathematics; communication; connections; and review, drill, and practice), the seven strand areas, instructional practices, use of technology, changes from previous curriculum guides, assessment and evaluation, resources, and information for parents. Each of the seven strand sections contains a discussion of the topic, goals, and examples. Appendices include: "Kinds of Problem Solving," "Principles to be Used in Calculation," "Subtraction Algorithms," and "Division Algorithms." (MKR)

ED 382 468 SE 056 194

Sawyer, Ann Elisabeth
Developments in Elementary Mathematics Teaching.
PUB DATE- 95
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- *British National Curriculum; *Calculators; Case Studies; Computers; Elementary Education; *Elementary School Mathematics; Foreign Countries; *Mathematics Instruction; *Student Evaluation; Teaching Methods
IDENTIFIERS- Great Britain; *LOGO Programming Language

The rapid introduction of Britain's National Curriculum for Mathematics and its effects upon classroom practice is the main thrust of this book. Chapter titles are: (1) "National Curriculum Implications for Teaching and Learning Mathematics"; (2) "Starting Points for Using and Applying Mathematics: Maths Trails"; (3) "Logo. Some Case Studies of Implementation in the Classroom"; (4) "Using Concept Keyboards and Calculators"; (5) "Using Themes and Topics"; (6) "The Management of Mathematics Teaching and Learning in Schools"; (7) "Assessment and Record-Keeping"; and (8) "Looking Forward." Each chapter contains case study descriptions of teachers' experiences. (Contains 70 references.) (MKR)

ED 382 469 SE 056 238

Watson, Gale A.
Middle School Mathematics Teacher Change: Social Constructivism Climbs a Step.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of Teachers of Mathematics (73rd, Boston, MA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Case Studies; *Constructivism (Learning); *Educational Change; Elementary School Teachers; *Inservice Teacher Education; Intermediate Grades; Interviews; Junior High Schools; Mathematics Instruction; *Mathematics Teachers; Middle Schools; Secondary School Teachers; Teacher Role

This study examined typical backgrounds of middle school mathematics teachers, the early influences on their practice, and possible interventions that might empower them to change their instructional strategies and implement the vision of the National Council of Teachers of Mathematics as described in the and Continuing Education," contains the following: (1) "Ensuring Health Care for Mother and Child"; (2) "Mother and Child Care for a Happy Family"; (3) "Card Game on Mother and Child Health Care"; (4) "Story of Tuti"; and (5) "Marry at the Right Age." Part 2, "Exemplar Teaching/Learning Materials from Pakistan," contains: (1) "Re-Oriented Population-related Social Values"; (2) Evaluation Instrument"; and (3) "Fatima--A Brave Girl." Pictures illustrate the lessons throughout the book. (EH)

ED 382 489 SO 024 108

Blankenship, Glen
Germany: The Search for Unity. Guide for Workshop Leaders.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; *Group Unity; Higher Education; Inservice Teacher Education; Learning Activities; *Political Divisions (Geographic); Political Issues; Secondary Education; Social Change; Teacher Education; *Teacher Workshops
IDENTIFIERS- *Germany

This document is designed to support teachers in the use of instructional materials related to contemporary Germany. The materials in this guide provide the basis for a one-day, 5 hour inservice session. The workshop agenda begins the guide and sets out the schedule of times for different activities and instruction. The suggested format can be modified to meet the needs of individual workshop leaders, various audiences, and different time frames. Transparencies of the agenda and workshop objectives are included. The workshop has three objectives for participants: (1) increase their awareness and understanding of developments in contemporary Germany; (2) review instructional materials for use in middle and high school classrooms; and (3) examine plans for implementing an inservice workshop at the building or district level. The introduction period of the agenda includes name cards, a people search, and a map. A section for setting the stage has activities for exploring the reasons for studying Germany, the geographic setting, and the historical setting. Another period deals with the instructional unit. It includes a scavenger hunt, an explanation of the structure of the lessons, and a sample lesson on German unification. The afternoon sessions deal with support materials, planning and implementing local workshops, and a wrap up and questions section. Other available materials include the "One Nation Undivided" video; "The Week in Germany"; "Focus on Germany"; and newspapers; news magazines; and miscellaneous sources. Worksheets, procedures, and transparencies accompany each section. A materials request card and workshop evaluation conclude the guide. (DK)

ED 382 490 SO 024 222

Adams, Maurianne; Zhou-McGovern, Yuhui
Connecting Theory and Research to College Teaching Practice: Developmental Findings Applied to "Social Diversity" Classes.
PUB DATE- 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

IDENTIFIERS- *National Assessment of Educational Progress

This design document describes a research methodology for setting achievement levels (performance standards) on the NAEP (National Assessment of Educational Progress). The current plan is an extension of earlier work by NAGB (National Assessment Governing Board) to set achievement levels on the 1990 NAEP mathematics assessment, and by NAGB and American College Testing (ACT) to set achievement levels on the 1992 NAEP assessments in mathematics, reading, and writing. The volume contains the five sections: (1) Identification and Selection of Panelists; (2) Preparation of Briefing Materials; (3) Achievement Levels)Setting Procedures; (4) Statistical Analyses; and (5) Public Comment Forums. A list of references and appendices are included. (EH)

ED 382 510 SO 024 933

Holmes, Stanley T.
Human Rights and China. Lesson Units.
PUB DATE- 94
NOTE- 247p.; Print quality weak throughout.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asian Studies; *Chinese Culture; Civil Law; *Civil Liberties; *Civil Rights; Culture; Curriculum; Foreign Countries; High Schools; Non Western Civilization; Teaching Guides
IDENTIFIERS- *China

This curriculum unit presents lessons based on information and ideas gained from a 1994 Fulbright-Hays Summer Seminar Abroad Program in the People's Republic of China. This series of three lessons is created as an introduction to Model United Nations types of activities for high school students. Lesson 1, "What are Human Rights?" deals with concepts and definitions of human rights. Lesson 2, "Chinese and American Concepts of Human Rights," enables students to compare the human rights perspectives of China and the USA, with the lesson culminating in forums where students role-play advocates of differing positions on human rights issues. Lesson 3, "Multilateral Human Rights Forums," provides ideas for additional interactive situations for further consideration of human rights and other important political topics. An extensive section of appendices follows the lessons and provides teachers the necessary materials with which to conduct the lessons. (EH)

ED 382 511 SO 024 934

Veccia, Susan; And Others
American Memory User Evaluation, 1991-1993.
PUB DATE- 15 Dec 93
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Information Dissemination; *Information Networks; *Information Services; Information Systems; *Information Technology; Information Transfer; Library Automation; Library Collection Development; Library Development; *Library Networks; *Library Services; Primary Sources; *User Needs (Information)
IDENTIFIERS- *American Memory Project (Library of Congress)

This report summarizes the American Memory User Evaluation

ED 382 535 SO 025 044

Antidote: Civic Responsibility. Missouri Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 16p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Missouri; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Missouri state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC)

ED 382 536 SO 025 045

Antidote: Civic Responsibility. Montana Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 19p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Montana; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Montana state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC) museums. Learning activities, resource material, and learning strategies are given for the units along with a sequence of lessons organized on a theme. (1) "Art Touches the People in Our Lives" is a unit for primary level students that introduces children to basic concepts, and to selected elements and principles of art. They study ways artists use principles to express mood and meaning, learn about artists who have chosen emotional themes for their work, and express their own thoughts and feelings as they create artworks. (2) "Spaces and Places" is an elementary unit on architecture that shows how a topic might be articulated from one grade level to another. (3) "Many Ways of Seeing" is written for middle school students and investigates the concept of originality, the interpretation of visual language, symbolism, and the categories of fine art and folk art. (4) "Celebration!," also a middle school unit, investigates how different cultures use art for common purposes. (5) "The Word as Image: Symbol to Gesture" investigates relationships between words and visual images in paintings and graphic arts, and leads to an understanding of contemporary abstract and non-objective painting. (6) "Art Exploration--A Global Approach" is a general education, high school unit, that gives balanced consideration to content from each of the four art disciplines. The unit presents a study of ceramics, painting, and sculpture, which incorporates art exemplars from many times, places, and cultures. (7) "The Artistic Heritage of Clay: Survival and Revival of Traditions" demonstrates how an elective high school studio course can focus on the art production discipline with enrichment from the other three art disciplines. (8) The final unit, "Experiencing Original Works of Art in a Museum," provides a model for engaging students in response to original works of art. (MM)

ED 382 560   SO 025 078

MacGregor, Ronald N.; And Others
Assessment in the Arts: A Cross-Canada Study.
PUB DATE- 94
NOTE- 54p.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art Education; Dramatics; *Evaluation Criteria; *Evaluation Methods; *Fine Arts; Foreign Countries; High Schools; Music Education; Questionnaires; Testing; Theater Arts
IDENTIFIERS- *Canada

This research document looks at: (1) the criteria for assessment and assessment methods employed by Canadian high school teachers of art, music, and drama; (2) the extent to which this data forms common categories within subject fields; and (3) comparisons and contrasts between categories derived from Canadian art teachers' responses and districtwide or national criteria categories developed elsewhere. Canadian school districts of sufficient size to suggest the existence of at least one high school teacher of art, music and drama were targeted and information sent to their superintendents requesting participation in the research. Questionnaires were developed by the research team to examine three areas: (1) aspects of assessment practices; (2) assessment practices common to all three subject areas; and (3) local or provincial requirements for assessment. These questionnaires were sent to 500 teachers in each subject area, (1,500 total questionnaires), with 527 (35%) respondents. Results indicated that few differences existed between the relative importance

PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Computer Mediated Communication; Computer Networks; *Discourse Analysis; *Electronic Mail; Elementary Secondary Education; Equipment Utilization; Foreign Countries; Health Education; Higher Education; Interpersonal Communication; Physical Education Teachers; Preservice Teacher Education; *Student Teachers; *Student Teacher Supervisors; *Teacher Student Relationship
IDENTIFIERS- University of Regina SK

This thesis describes computer-mediated communication between 15 health and physical education preservice teachers at the University of Regina (Saskatchewan, Canada) and a faculty contact person during the field experience. Discourse using an interactive computer network system called UNIBASE was analyzed to examine communication patterns on the bulletin board, in the electronic journal, and in real time conferences. Other data were gathered from a survey of the participants and interviews with three frequent users. Analysis of the data indicates that the purposes for communication were guided by the roles, needs, and goals of the individuals. The intent of most messages by the preservice teachers was to offer information. The faculty contact person offered support, information, and advice. Curriculum and planning ideas were shared between the preservice teachers and the faculty contact person. The mean score for usefulness for exchanging teaching techniques was 3.92 on a 1 to 5 scale. The electronic journal was used for reflection on teaching practice. The intellectual exchange and social support gained through dialogue was important in helping preservice teachers clarify what they believe good teaching practices should be. Appendices contain project administration materials, a summary of system usage by participant, and descriptions of codes used in discourse analysis. (Contains 40 references.) (JDD)

ED 382 579 SP 035 917

Reed, Charlotte
UTEP: The Urban Teacher Education Program. Six-Month Narrative Program Report, July 1-December 31, 1994.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 24 Feb 95
NOTE- 54p.; Photocopied news clippings in the attachments may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; Curriculum Development; Elementary Secondary Education; Grants; Higher Education; Occupational Information; *Preservice Teacher Education; Professional Development Schools; *Program Effectiveness; Program Evaluation; Program Implementation; Publicity; Staff Development; Student Recruitment; *Teacher Education Curriculum; *Urban Education; Workshops
IDENTIFIERS- Indiana University Northwest; *Institutionalization (of Innovations); *Urban Teacher Education Program IN

This report discusses progress in achieving goals, general program effectiveness, and progress toward institutionalization of the Urban Teacher Education Program (UTEP) at Indiana University Northwest. This program has two major goals: (1) to change what the urban teacher knows and is able to do and (2) to significantly affect the education of children in the urban school districts of northwest Indiana. UTEP's primary components are: the professional development center (PDC) model

"Coordinating Special Types of Visits," reports the experiences of institutions moving from candidacy to accreditation and undergoing focused visits. The next five chapters address various criteria of the Commission on Institutions of Higher Education. Chapter 5 includes observations on the challenges of mergers, acquisitions, and other forms of restructuring higher education. Chapter 6 presents papers which offer new perspectives on general education. The papers of Chapter 7 consider challenges in assessing academic achievement. Chapter 8 has papers demonstrating the value of self-study as a tool for institutional planning and improvement. Chapter 9 reports the productive experiences of institutions addressing the criterion of institutional integrity. Chapters 10 and 11 describe creative institutional relationships developed among each other and with other organizations. Chapter 12 reports on institutional experiences in implementing technology and distance education. (DB)

ED 382 118 HE 028 319

Accomplishments & Challenges: A Review of Significant Accomplishments and an Overview of Major Challenges.
PUB DATE- Feb 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Budgeting; *Educational Improvement; *Educational Quality; Governance; Higher Education; Institutional Mission; Leadership; *Long Range Planning; Resource Allocation; *State Colleges; *Statewide Planning; Strategic Planning
IDENTIFIERS- *Oklahoma

This report responds to a 1987 task force study which urged Oklahoma to develop a superior system of higher education through implementing 97 recommendations in 5 major areas. This report notes that, without reform funding or major legislation, higher education in Oklahoma has completed or made major progress on three-fourths of the 77 recommendations for which it was responsible. The first section lists specific achievements implemented for each of the following five areas: (1) leadership (e.g., annual strategic planning sessions among governing boards); (2) quality (better students, better programs, and better faculty); (3) efficiency (such as increased numbers of programs offered jointly by colleges and vocational-technical schools); (4) budget reform (development of a long-range, peer-comparison budget system for allocating new funds); and (5) governance (a study of existing governance patterns and recommendations for change). The second section identifies major challenges for the future in the areas of access, mission, economic development, the value of higher education, telecommunications, and funding. (DB) specialization and degree granting according to their estimated demand in the job market: limited supply (adequately more positions than graduates), possible shortage (a few more positions than graduates), near-balanced supply (approximately as many positions as graduates), adequate supply (a few more graduates than positions), and surplus (many more graduates than positions). (JB)

ED 382 138   HE 028 339

Immigration/Migration and the CUNY Student of the Future.
PUB DATE- 95
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Demography; *Enrollment Trends; Futures (of Society); Higher Education; Hispanic Americans; *Immigration; *Migrants; Migration Patterns; Population Trends; Puerto Ricans; *Student Characteristics; Urban Education; Urban Universities
IDENTIFIERS- *City University of New York; Diversity (Student)

This monograph analyzes the effects of recent trends in immigration from foreign countries and migration from Puerto Rico on the makeup of the City University of New York (CUNY) student body and provides preliminary assessments of related educational needs. An introduction describes the research for the study which included census data, other federal and city government statistics, surveys of CUNY administrators, and roundtable discussions with faculty, students, and community leaders. Part 1, which includes three sub-sections, examines the recent changes in the profile of CUNY students, discusses the likely changes that will take place during the current decade, and assesses the ways in which current foreign-born and Puerto Rican-born first-time freshmen students differ from current native-born freshmen. Part 2 considers how increases in the number of immigrant and migrant students will affect academic programs and support-service needs. Part 3 profiles the main country of origin of 10 groups at CUNY and describes how these groups are distributed across the city. Part 3 also includes information on the historical background of immigrant trends. Appendixes contain data, lists of panel participants, other research findings on immigrant communities, and a list of countries and territories where CUNY students have studied at the secondary level. (Contains 95 references.) (JB)

This book shows how the quality management approach pioneered in Japan by Dr. W. Edwards Deming allows educational service centers to expand services and be more flexible by reducing waste and rework. Deming's method shows how to change from reactive management to a dynamic system of continuous improvement that restores worker pride, increases service reliability, and reduces cost. "Service with distinction" is discussed as the possible best defense against arbitrary budget cuts, and user satisfaction, better utilization of resources, and better service reliability are major benefits which can be achieved by using the quality management principles outlined. Through a systems approach, this book helps educational media/technology managers and staff improve the quality of their services through the application of Deming's management principles. It provides ways to break down traditional organization charts, discover ways to build employee team work, and improve services to increase productivity. The use of Deming's methods--working with suppliers, understanding "total cost," eliminating work quotas, and designing services for quality performance--is not only applied to educational media and technology centers, but also corporate audio-visual units, computer centers, and government technology training centers. The "Topic Finder Cause and Effect Chart" at the beginning of the book was created to help readers find key concepts quickly, especially when using the text as a reference after reading through it. Three appendices are entitled: "Quality Charts," "Quality Management and the Video/Film Industry," and "Technological Overkill and the Failure to Understand Profound Knowledge." A "Bibliography and Resource List" contains over 100 references, including videotapes and associations and organizations. Contains 6 pages of references. (MAS)

Development; Educational Philosophy; *Educational Technology; Elementary Secondary Education; Excellence in Education; Nontraditional Education; *School Restructuring; Traditional Schools
IDENTIFIERS- *Role of Technology

Despite the world of rapid change, many have argued that, compared with other social systems, schooling has not changed appreciably in the past century. In an attempt to address this problem, educators, in conjunction with parents and business, have begun to push for the restructuring of time, space, organization, resources, and focus of schools. The tables presented in this paper will provides some insight into school restructuring by contrasting traditional and restructured schools. The tables point out the aspects of schooling which can be restructured using the support of technology, and focus on specific items related to curriculum, instruction and learning, and assessment. This is neither an exhaustive list of school restructuring dimensions nor a complete definition of technology's role. The tables are designed to help define what restructuring means, and what the support role of technology might be in restructuring. They are also designed to encourage thinking about how to translate theory into practice as work progresses toward the improvement of learning environments for all students. Tables are provided for curriculum, teaching and learning, and assessment, and are divided into information on the traditional classroom, restructured classroom, and role of technology. (MAS)

librarians and, although field-tested, are not intended to be fully developed, replicable models. Other teachers and librarians may want to use these as outlines for research steps and adapt them to reflect their own available technology, curriculum emphasis, and unique student needs. A scope and sequence chart reflects the steps of research reinforced as needed in subsequent grade levels. A checklist has been designed to assist teachers and librarians in assessing and evaluating student proficiency related to the steps of the research process. (MAS)

ED 382 197 IR 055 476

Oberg, Larry R.
Library Support Staff in an Age of Change: Utilization, Role Definition and Status. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Certification; Continuing Education; *Librarians; Library Education; *Library Personnel; Library Services; Library Technicians; *Paraprofessional Personnel; Salaries; *Staff Role; Status
IDENTIFIERS- ERIC Digests; *Role Delineation; Task Overlap

Staff utilization, role definition and articulation, task overlap, educational requirements, certification, and status have been difficult issues within the library profession for most of this century, and remain mostly unresolved today. Over the past 20 years, library automation and declining budgets have caused the redistribution of the library workload, and given rise to this new category of employee, the paraprofessional, a position which has been largely uninhibited by associational policy or guidelines. Today, paraprofessionals administer major functional areas in the library, are assigned reference and information desk duties, perform a variety of systems work, and catalog most of the books added to collections, coming to dominate the technical service workforce. In the future, an increase in both tasks and responsibilities can be expected. This task overlap with professional librarians raises issues concerning salary, status, and professional education. A growing consensus suggests that the roles of librarians and support staff must be redefined, but before support staff roles can be put in order, librarians must first redefine their own roles. While agreement exists that the roles of all library staff must be clarified, the same issues remain unsolved: staff utilization, role definition, qualifications, and status. (Contains 10 references.) (MAS)

This document presents a model curriculum for library media skills programs. The first and second sections provide a library and information skills mission statement and an introduction. The collaborative planning process is covered in the third section, including a description of collaborative planning, assessing the process and a collaborative unit, and sample collaborative planning guides. In the fourth section, the problem-solving process is defined and six main skills are highlighted; examples and an assessment of the process and a guide to research planning are also provided. The fifth section defines literacy, and discusses components and assessment of a literacy program. The sixth section contains position statements on the following: technology, flexible scheduling, appropriate staffing for school library media centers, and the role of the school library media program. Appendices provide a list of information and library media skills, 10 ways to analyze children's books for racism and sexism, examples for content area reading, assessment models, and model lessons. (Contains nine references.) (AEF)

Distribution; Geographic Location; Program Development; Relocation; *Statewide Planning; *Technical Education; Two Year Colleges
IDENTIFIERS- *Quebec

The geographic distribution of college-level technical programs is one of the major elements which has distinguished the development of the system of "colleges d'enseignement general et professionel" (CEGEP's) in Quebec. Spring 1992 efforts to identify inactive or scarcely viable programs afforded the Commission on Professional Education of the Council of Colleges the opportunity to reflect on the development of technical education and the more optimal geographic distribution of programs within the service areas of the CEGEP's. This working paper offers preliminary thoughts on the redistribution of technical programs and invites comments from other interested sectors of the provincial government. Part 1 provides a context for the discussion of the distribution of technical programs, and the educational objectives which inspired the investigation. Part 2 attempts to reconcile different ways of determining program locations; e.g., based on economics, educational supply and demand, and institutional characteristics. Part 3 appeals to different types of educational commitments, presenting calls for leadership, student-centered decision making, change and development, and system coherence. Extensive appendixes provide data on enrollment projections, regional program administration and authorization, college admissions, and student mobility. (AC)

1993, Bellevue Community College at 14.6%, and Seattle Central at 12.9%. (KP)

ED 382 253 JC 950 236

Seppanen, Loretta
Student Progress--Comparisons over Time. Research Report No. 94-5.
PUB DATE- Aug 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Community Colleges; Degrees (Academic); Dropouts; *Ethnic Groups; Longitudinal Studies; *Outcomes of Education; *Persistence; *School Holding Power; Stopouts; Technical Institutes; Two Year Colleges
IDENTIFIERS- Washington State Community College System

Each year, 14,500 to 16,500 students begin at a Washington technical or community college with the goal of completing a degree at that college. The State Board for Community and Technical Colleges has developed a longitudinal reporting system to track the progress of these students. In the system, students are tracked even if they stop out and return, but are regarded as no longer enrolled if they make an early transfer to another institution. In fall 1992, 14,900 students entered the system with intent to graduate, and after 2 years, 7,300 had completed degrees or made substantial progress (i.e., had enrolled for four or more quarters) toward their degree. This represented an increase over fall 1991, when 13,600 entered and 6,700 completed or progressed toward degrees after 2 years. Of the students from the 1992 cohort who did not complete or make substantial progress, 22% enrolled for the initial quarter only and 29% enrolled for two or three quarters before leaving the college. A comparative analysis of outcomes for the 1990-1992 cohorts indicated that the percentages of students completing or making substantial progress, remained fairly constant for the 3 years. For the same three cohorts, African American and Hispanic students made less progress than students from other ethnic groups, while students of color in general improved their rates of completion/progress over the 3-year period. (A table of outcomes by college is attached.) (KP)

improvement as management. (KP)

ED 382 272   JC 950 256

Browne, Joseph, Ed.
The AMATYC Review. 1994-1995.
PUB DATE- 95
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *College Mathematics; Community Colleges; Computer Simulation; *Curriculum Development; Functions (Mathematics); Linear Programming; *Mathematical Applications; *Mathematical Concepts; Mathematical Formulas; *Mathematics Instruction; Mathematics Teachers; Technical Mathematics; Two Year Colleges; *Writing Across the Curriculum

Designed as an avenue of communication for mathematics educators concerned with the views, ideas, and experiences of two-year college students and teachers, this journal contains articles on mathematics exposition and education, and regular features presenting book and software reviews and math problems. In addition to regular features such as "The Chalkboard"; "Snapshots of Applications in Mathematics"; "Notes from the Mathematical Underground"; and "The Problem Section," volume 16 contains the following major articles: "Implementing Change in the Mathematics Curriculum," by Sheldon P. Gordon; "Sixty-Thousand Dollar Question," by A. Arvai Wieschenberg and Peter Shenkin; "A Conversation about Russell's Paradox," by Paul E. Bland; "The FFT (Fast Fourier Transform): Making Technology Fly," by Barry A. Cipra; "The Effect of Cooperative Learning in Remedial Freshman Level Mathematics," by Carolyn M. Keeler and Mary Voxman; "Writing To Learn Mathematics: Enhancement of Mathematical Understanding," by Aparna B. Ganguli; "The Apotheosis of the Apothem," by Steven Schwartzman; "Relaxation Functions," by Homer B. Tilton; "A Pattern for the Squares of Integers," by Kim Mai; "Using an 'n X m' Contingency Table To Determine Bayesian Probabilities: An Alternative Strategy," by Eiki Satake, William Gilligan, and Philip Amato; "An Appropriate Culminating Mathematics Course," by Bill Haver and Gwen Turbeville; and "Community College Success in an International Mathematics Competition," by John Loase and Rowan Lindley. (BCY) felt well prepared for their jobs. The survey instrument is included. (KP)

ED 382 290 JC 950 276

Lucas, John A.; Trunk, Rose
Follow-Up Study of Former Business Transfer Students and Accounting Aide Majors. Volume XXIII, No. 6.
PUB DATE- Dec 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accounting; *Business Education; College Graduates; *College Transfer Students; Community Colleges; Comparative Analysis; Education Work Relationship; Graduate Surveys; Managerial Occupations; *Outcomes of Education; *Participant Satisfaction; Program Evaluation; Questionnaires; Self Evaluation (Groups); *Student Attitudes; Student Behavior; Student Characteristics; Terminal Students; Two Year Colleges; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

As part of the program evaluation and review process at William Rainey Harper College (WRHC) in Illinois, a follow-up study was conducted of 433 Business Transfer (BT's) students who had taken Accounting 203; and Accounting Aide (AA's) majors who attended Harper sometime between fall 1988 and summer 1993. A survey received a 40% response rate for BT's (n=50) and 19% response rate for AA's (n=58). Survey results indicated that the two populations differed considerably: (1) 56% of the BT's were males compared to 31% of the AA's; and BT's tended to be younger (63% between 18 and 20 vs. 32%); (2) AA's were more likely to be ethnic minorities (16% vs. 5%) and disabled (12.5% vs. 5.5%); (3) BT's were more likely to intend to transfer (53% vs. 34%); (4) AA's were more likely to be short-term students; (5) BT's had higher American College Testing program scores, and higher cumulative grade point averages (3.04 vs. 2.68), and were more likely to achieve a degree or certificate before leaving (46% vs. 10%); (6) 90% of both groups were employed while enrolled; (7) despite large differences in the profiles of the two groups, the jobs they acquired after leaving WHRC were very similar; (8) their first job was mostly full time (70%) and their mean salary was $25,700; (9) their current job was mostly full time (75%) and their mean salary was $33,000; (10) eventually, 65% of BT's and 40% of AA's obtained a bachelor degree. The survey instrument is included. (KP)

school; (4) America's school system represents the best way to teach every child information and technological skills; (5) the home is where children will most likely experience the widest range of new media; (6) new media bring new threats to children; (7) some of the most innovative uses of new information technologies are taking place in local communities; (8) the commercial marketplace cannot be counted on to take the best interests of children into account; and (9) low-income, disabled, and rural children are at particular risk of being left out. Based on these findings, goals related to information access, at-risk groups, educational needs, high-quality content, protection against abuses, industry responsibility, parent and citizen action, and youth involvement were established. To meet these goals, a seven-step action plan was developed, offering a blueprint for government and industry leaders, leaders in public, private and philanthropic sectors, parents, young people, and children's advocates. Contains 30 references. (AC)

Service

This report discusses the health care needs of and benefits for women, children, and adolescents in light of national health care reform proposals put forth in 1994, and is based on presentations and discussions at an invitational workshop on maternal and child health. The report asserts that since women and children are disproportionately represented among the uninsured, expanding health insurance coverage to this group will also increase their access to health services more than expansion will help other groups. Adequate support is also needed for the public health and community services that many maternal and child health programs promote. Women in their childbearing years need a wide variety of reproductive health services in addition to routine medical care and mental health services. The report argues that continued efforts to design a comprehensive benefits package for women and children in the context of health care reform needs to be pursued. Neither the current system for delivering traditional personal health services nor the public health system alone can effectively provide the full range of health services needed by women and children. An appendix provides a list of workshop participants. (Contains 23 references.) (MDM)

ED 382 330 PS 023 094

A Guide to Child Care in Ontario.
PUB DATE- May 94
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advocacy; *Child Caregivers; *Day Care; *Early Childhood Education; Employed Parents; *Financial Support; Foreign Countries; Government Role
IDENTIFIERS- *Licensed Programs; *Ontario

Designed for use by those interested in child care issues, this guide is a basic description of the state of child care in Ontario, Canada. Chapter 1 addresses the issue of the need for universal child care. Chapter 2, "Child Care Services in Ontario," discusses legislation governing child care, licensed and unlicensed child care, and who operates child care. Chapter 3 deals with the financing of child care in Ontario. Funding reforms and new directions for child care are described in chapter 4, "Child Care Policy in Ontario." Chapter 5, "What is Wrong with Child Care in Ontario," examines barriers to child care and highlights some of the progress made. Chapter 6, "The Arguments for Child Care" considers the opposition to day care and refutes the arguments. Chapter 7, "Advocacy," describes the purposes and procedures for lobbying. Child care related useful addresses are listed in chapter 8; the last chapter provides lists of readings and audio-visual resources. (BAC)

McDermott-Murphy, Dana
Learning How To Care: A Paradigm Shift in Home, School and
  Community.
PUB DATE- 12 Nov 94
NOTE- 12p.; Paper presented at the Annual Conference of the
  National Council on Family Relations (56th, Minneapolis, MN,
  November 12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; *Decision Making Skills;
  Elementary Secondary Education; Empathy; Interpersonal
  Communication; Interpersonal Relationship; Listening; Parent
  Child Relationship; *Parent Education; Parenting Skills;
  *Problem Solving; School Community Relationship
IDENTIFIERS- *Caring

Visits to more than 900 schools revealed that what is most longed for by teachers and students is a more caring environment. The Learning How to Care: Education for Parenting program (LHTC) curriculum for kindergarten through grade 12 was created to teach youth an alternative to violence and to link the concepts of parenting and caring. Caring is defined as a process involving an attitude of being concerned, an awareness of situations, a knowledge of possible choices and an ability to assess which alternative is best. It implies using the skills of problem-solving, planning, observing, listening, communicating, empathizing, brainstorming options, assessing the consequences of one's choices, and acting and reflecting on one's actions. From 1989 to 1991 the LHTC program was instituted in two inner city schools and anecdotal responses of participants are reported. The program was also conducted in parochial schools. The community dimension of LHTC is also discussed. Contains 49 references. (DR) on a monthly basis to determine if new information about the spelling growth of children could be found and if there was a relationship between spelling level and the point at which children begin to put spaces between words in written sentences. Twenty-seven kindergartners were asked to write seven words (cement, ocean, punishment, motion, tomato, karate, and vacation) and one sentence (The giraffe eats leaves) eight times over the course of the school year at approximately 1-month intervals. Spelling performance was then rated on a seven-level scale. Asking children to spell the words on a monthly basis was found to provide no new insights concerning spelling development. The study found that the children progressed through the same levels as children in similar studies. It also found that at the beginning of the year only one child put spaces between the words in the sentence, whereas 13 children put spaces between the words at the end of the year. Implications for spelling instruction in the early childhood years are discussed. Contains seven references. (MDM)

This study used ethnographic case-study methods to document four school-linked service initiatives that are moving in the direction of collaboration among local agencies and schools, and family empowerment. The projects vary in terms of population served and programmatic focus, and each program has one or more of the components required to make integrated services more responsive to the needs of children and families. The programs studied were: (1) the RAIN (Referral And Information Network) program in Fienberg-Fisher Elementary School in Miami Beach, Florida, which grew out of the Healthy Learners Project funded by the Danforth Foundation in 1990; (2) the Las Cruces, New Mexico community strategy that includes city agencies, school district, local health department, and families working cooperatively to solve problems and share information; (3) the school-based program in New Brunswick High school in New Jersey; and (4) the Parents as Facilitators: Building Local Leadership for More Responsive Services Parent Facilitation Project in Snohomish County, Washington. Six features of program design were identified that appeared to facilitate strategies of collaboration in local efforts to link education and other social services: (1) involving families as agenda setters and partners in collaboration; (2) creating a management structure with representatives of agencies and beneficiaries; (3) easing access to multiple sources of funding; (4) establishing interagency and cross-role networks; (5) providing training and other support for collaborators; and (6) funding and establishing collaborative evaluation mechanisms. (Contains a discussion of future directions for research and policy and 12 references. (DR)

Katz, Lilian G.
The Benefits of Mixed-Age Grouping. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cooperation; Elementary Secondary Education; *Mixed Age Grouping; *Peer Relationship; Teacher Expectations of Students; *Teacher Student Relationship
IDENTIFIERS- ERIC Digests; Nurturance

The intention of mixed-age grouping in early childhood settings is to increase the heterogeneity of the group so as to capitalize on the differences in the experience, knowledge, and abilities of the children. One of the benefits of mixed-age groups is that they provide a context in which older children's dispositions to nurture can be strengthened. Other benefits relate to ways of learning. Whereas single-age groups create pressures on children and teachers to expect the same knowledge and skills from all children, in groups of children with a wide age span, the range of behavior and performance likely to be accepted is wider. Results of experiments in which children worked in same-age or mixed-age groups of three have shown that in the latter, older children spontaneously facilitated other children's behavior. In a single-age triad, however, the same children became domineering. Mixed-age groups also provide social and intellectual benefits. In mixed-age groups, younger children are capable of contributing to far more complex activities than they could working by themselves. Both older and younger children benefit from discussions centering on tasks which one understands better than the other. Along with these benefits, there are risks related to mixed-age groups. Younger children might be overwhelmed or pestered by older children, or older children might gloat over their superior skills. Teachers can alleviate these risks by encouraging children to turn to each other for explanations and comfort, showing younger children how to protect themselves, and encouraging older children to read to or write down text for younger children. (BC)

One Hundred Third Congress, Second Session (June 10, 1994).
PUB DATE- 95
NOTE- 890p.; Extensive appendix contains several attachments with light, broken, or small print.
LANGUAGE- English
EDRS Price- MF06/PC36 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; Behavior Problems; *Boarding Schools; Delinquency; *Dropouts; Elementary Secondary Education; Emotional Disturbances; Financial Problems; Hearings; *High Risk Students; Mental Health; *Special Needs Students
IDENTIFIERS- *Bureau of Indian Affairs Schools; Congress 103rd

A Senate committee hearing received testimony about high dropout rates and other problems at seven off-reservation boarding schools operated by the Bureau of Indian Affairs (BIA) or by tribal groups under BIA contract. The schools are Pierre Indian Learning Center (South Dakota), Sequoyah Indian High School (Oklahoma), Wahpeton Indian School (North Dakota), Chemawa Indian School (Oregon), Flandreau Indian School (South Dakota), Riverside Indian School (Oklahoma), and Sherman Indian High School (California). Together, these seven schools enrolled 2,623 students at the start of the 1993-94 school year, but had only 1,557 students in attendance at the end of the year. In addition, persons associated with the schools had expressed concern that inadequate funding made it impossible for the schools to deal with rising numbers of court referred students and students with serious social and emotional problems. Testimony from BIA and Indian Health Service administrators, school administrators and board members, tribal leaders, and students discussed the feasibility of the therapeutic community school model, whether the model can be developed for implementation in off-reservation boarding schools, per-pupil funding at the seven schools compared to funding at comparable state residential institutions, needs for psychiatric and other mental health services, substance abuse, parent participation, school monitoring and evaluation procedures, and inadequate dormitories. An appendix of additional materials includes school mission statements, descriptions of service delivery models, a review of the Indian School Equalization Program (ISEP) suggesting that ISEP funding is inadequate, investigations of student criminal activities, profiles of student needs and problems, concept papers on the development of alternative schools, data on academic achievement and mental health indicators, federal boarding school evaluations, research reports on student tobacco use, and a summary of identified school strengths and needs based on correlates of effective schools. (SV)

mechanisms of diseases. In addition, it will focus on the importance of multicultural/international education and cover some of the terminology involved in such education. The document includes: (1) course description; (2) course objectives; (3) course outline; (4) course materials; (5) teaching strategies and classroom presentation; (6) course requirements and evaluation of students; (7) grading procedure; and (8) suggestions for multicultural/international curricula and syllabi for science classes. Contains 18 references. (ZWH)

ED 382 447 SE 055 705

Engineering Education for a Changing World.
PUB DATE- Oct 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Programs; Curriculum Development; Educational Change; *Engineering Education; Higher Education; Science Education

This is an era when the explosion of technology makes society increasingly dependent upon the quality of the engineers it produces. In response, engineering education was evaluated during a 2-day workshop to insure its adequacy to meet the demands of the 21st century. This report is intended to act as a guide for engineering colleges and their industrial, academic, and governmental partners to use in reform and as a measure of progress. The project took recommendations from other studies of engineering education, combined them with recommendations from their workshop and developed a short series of policy statements and a few key action items. The following action items are considered: (1) Individual Missions for Engineering; (2) Re-Examining Faculty Rewards; (3) Reshaping the Curriculum; (4) Lifelong Learning; (5) Broader Educational Responsibility; (6) Personnel Exchanges; (7) Across-the-Campus Outreach; and (8) Research/Resource sharing. Contains a list of related organizations and studies and task groups. (ZWH)

"Curriculum and Evaluation Standards for School Mathematics" (1989). An intensive professional development program was offered to more than 100 middle school mathematics teachers during the summer. Five (Columbus, Ohio area) teachers were selected at random and interviewed. Transcript summaries are included. Interview data confirmed that these middle school mathematics teachers experienced success in K-12 mathematics. Three of the five teachers recognized particular classroom practices that were influences during their early school experiences. All teachers interviewed discussed problems with standardized testing and the need for alternative forms of assessment. They reported that they have changed or modified their teaching methods over the past few years as a result of ongoing professional development activities, interaction with other teachers, and reflecting on the needs of their students. This study suggests that teachers need to return to the student role as they understand and construct for themselves a new philosophy of teaching and learning mathematics and build a repertoire of new instructional strategies. (Contains 21 references.) (MKR)

ED 382 470 SE 056 246

Daehler, Kirsten R., Ed.
Teacher Action Research. Learning with Life Lab: Reports from the Field 1993-1994.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; *Educational Change; Elementary Education; *Elementary School Science; *Elementary School Teachers; *Interdisciplinary Approach; *Science Instruction
IDENTIFIERS- Gardening; *Gardens; Reform Efforts

Teacher action research is a powerful tool for change that begins with teachers conducting research in their own schools and classrooms in order to discover how to do something in a better way. This book contains a collection of action research reports written by seven elementary teachers (K-4) who were in their first year of implementation of Life Lab, an integrated garden-based science curriculum. In Part I, two teachers write about issues they faced surrounding students' motivation and persistence when learning mathematics and science. The reports in Part II explore how teachers and students ask questions when they are engaged in science investigations. In Part III, two teachers explore the relationship between learning about science and learning to read. By teaching a first grade curriculum that integrated science and language arts, each teacher investigates a specific dimension of what students gain. Contains 12 references. (MKR)

DESCRIPTORS- Cognitive Development; *College Instruction; *Cultural Pluralism; Educational Research; Higher Education; Learning Processes; Multicultural Education; Racial Differences; Sex Differences; *Teaching Methods; *Theory Practice Relationship

This paper describes a cognitive and socio-moral developmental, learning style, and attitudinal study. The subjects were 168 college students enrolled in a general education "diversity core" undergraduate course on social diversity and social justice in the spring of 1990 at a large northeastern public research university. Ninety-seven students completed the study or 58%. The study replicates and confirms the findings of an earlier study. It presents and statistically analyzes pre- and post-test results from four assessment instruments. The study describes each instrument, reports the findings of a positive direction of change on all measures for all students in the sample, and provides statistical analyses between group differences, course effects, gender effects, and ethnic/cultural differences. Specific questions addressed by this initial study include: (1) descriptive statistics or what are the demographic, developmental, and attitudinal characteristics of students who enroll in this social diversity course? (2) similarities between the student samples or on the basis of the descriptive statistics, do the two major sources of undergraduates constitute the same undergraduate population? (3) effect of the course or does the credited semester long course on social diversity have a statistically significant effect on the epistemological and moral development of students who enroll or on changes in their social attitudes and learning style orientations? and (4) effects of age, college class, gender, and racial identity or if effects attributed to the course are found, are they the same if demographic variables of age, college class, gender, race, and ethnicity are considered in relation to the developmental, learning style? (Author/DK)

conducted during 1991-1993 in over 40 locations around the United States. The findings are based on 1800 user questionnaires, 120 user interviews, and more than 40 site visits by Library staff. American Memory describes the concept of providing electronic versions of selected Library of Congress archival collections to the nation's libraries. This evaluation report is divided into six chapters. Chapter 1 describes "The Evaluation Plan": its background, evaluation goals and methodology. Chapter 2 outlines the "American Memory in the Schools, K-12": participating schools, applications of American Memory, technical factors affecting use, etc. Chapter 3 looks at "American Memory in Colleges and Universities": participating institutions, determinants of success, etc. Chapter 4 describes "American Memory in Public Libraries": participating public libraries, collections, exhibits, and supporting documentation, etc. Chapter 5 features "Other Types of Libraries": participating institutions, location of American Memory, future market, etc. Chapter 6 presents "Conclusions": American Memory's core audience, primary material, etc. Appendices include Projects Using American Memory; Summary of Troubleshooting Calls; American Memory Site Visits; Press Coverage; Macintosh Survey; IBM Survey; Interim Report Form; and Telephone Interview Form. (EH)

ED 382 512   SO 024 937

Come Visit Our Country: Sweden.
PUB DATE- 91
NOTE- 70p.; Prepared by students from the UNESCO Associated Schools Project.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - General (130)
DESCRIPTORS- Area Studies; *Cross Cultural Studies; Cultural Awareness; Cultural Education; Culture; Elementary Secondary Education; Foreign Countries; *Global Approach; *Global Education; Intercultural Programs; *International Education; *Multicultural Education; *World Geography
IDENTIFIERS- *Sweden

This teaching booklet on Sweden is one in a series of four, developed within the framework of the Associated Schools Project of UNESCO with a view to promoting education for international understanding. The purpose is to enable students to learn more about the lifestyles of their peers in Sweden--their school and family life, aspects of their cultural past, their preferences with regard to food, dress, literature, music, as well as their future aspirations. The booklet has six chapters: (1) Come Visit Our Country; (2) Our Culture(s): The Past and the Present; (3) Who Are We?; (4) Cultural Life in the City and the Country; and (5) Community Life; and (6) World Concerns and the Future. The appendix contains Swedish myths. (EH)

ED 382 537 SO 025 046

Antidote: Civic Responsibility. Nebraska Law.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 16p.; For related lesson materials, see ED 372 024. For other state supplements, see SO 025 022-066.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional Law; *Criminal Law; Drug Education; *Drug Legislation; High Schools; Illegal Drug Use; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Resource Materials; Social Studies; State Legislation
IDENTIFIERS- *Nebraska; Phi Alpha Delta Law Fraternity

Designed for middle school through high school students, this unit contains eight lesson plans that focus on Nebraska state law. The state lessons correspond to lessons in the volume, "Antidote: Civic Responsibility. Drug Avoidance Lessons for Middle School & High School Students." Developed to be presented by educators, law student, or attorneys, the state lessons are interactive and sequential, although individual lessons can stand alone. The document includes legal information about driving while intoxicated, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat juvenile abuse. (RJC) the three groups placed on objectives. Higher ratings were given to developing individuality and independence, to participation and involvement, originality of response, and problem solving. Problem solving was given higher priority than development of skills. However, higher ratings were given to subjects viewed in a broader context by Francophones as compared to Anglophones. In terms of assessment tools preferred, use of journals and sketchbooks was highest among art and drama teachers. Performance or practical examinations were favored over written forms of assessment in all subject areas. Slight differences included the greater use of sketchbooks or journals as an assessment tool by female teachers compared to male teachers, and the greater use of written examinations by music teachers compared to other subject area teachers. Measures of formal assessment were required by 88% of the school districts. Almost 90% of the teachers rated assessment as desirable, very desirable, or essential. This document includes: Tabulation and Analysis of the Data; Interpretation of the questionnaire results; Summary and Interpretation of Respondent Comments; English and French versions of the questionnaire; and sample letters sent to superintendents and principals requesting participation in this research. (MM)

for delivery of teacher education and the Option II model for alternative certification of urban teachers. Option II is a graduate certification program that recruits and prepares individuals who already possess an undergraduate degree. The report discusses indicators of program progress in the following areas: policy board and personnel changes, signs of institutionalization, rationale for renewing Option II, urban teacher education curriculum development, professional development activities, program evaluation, student recruitment and support (includes a brief discussion of innovative "compensation" for student teachers), PDC activities, and UTEP outreach. Fourteen attachments, which constitutes more than half the report, include summaries of program goals and staff positions and responsibilities, contact information for program staff, Option II renewal rationale statement, revised job descriptions, copies of agendas from various UTEP activities, conference programs, and several news clippings. (IAH)

ED 382 580 SP 035 919

School-Linked Comprehensive Services for Children and Families: What We Know and What We Need To Know.
PUB DATE- Apr 95
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Ancillary School Services; Community Programs; *Cooperative Programs; Early Childhood Education; Elementary Secondary Education; Family School Relationship; Higher Education; Institutional Cooperation; *Integrated Services; *Professional Development; *Program Descriptions; Program Evaluation; *School Community Programs; Teacher Education
IDENTIFIERS- *Comprehensive School Health Programs

This document reports on a fall 1994 working conference on linking education, health, social services, and other supports that children and families need, with the school as the hub. The conference involved six working groups. Four working groups were age-related, discussing early childhood, elementary, adolescent, and youth-in-transition school-linked programs. The other two groups focused on interprofessional development and evaluation. Recommendations from the groups were largely organized around the following themes: committed leadership, cultural sensitivity and congruence, participant-driven systems, interprofessional development, new research approaches, and flexibility in policies. The document includes: remarks presented by Sharon P. Robinson of the Department of Education and Jane A. Stallings of the American Educational Research Association, highlights of what is known from research and what needs to be known, a list of commissioned background papers, a list of steering committee members, and a list of conference participants. Descriptions of 22 exemplary school-linked comprehensive programs are offered, outlining who the collaborators are, the project goals, project participants, services provided, project evaluation, and what the collaborators are learning. Twelve interprofessional development programs are also described, focusing on types of interprofessional activities, how the community is served, clinical experiences offered, how schools participate, and program evaluation. (JDD)

ED 382 581 SP 035 920

Richardson, J. A., Ed.; Hoadley, M., Ed.
Central District Research Section of the American Alliance for Health, Physical Education, Recreation, and Dance Proceedings (Fargo, ND, April 26-30, 1995).
PUB DATE- 29 Apr 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adapted Physical Education; Athletes; Athletics; Body Composition; Course Content; Disabilities; Elementary Secondary Education; Higher Education; *Physical Education Teachers; *Physical Fitness; Preservice Teacher Education; Research Projects; *Student Teacher Attitudes; Student Teachers; Teacher Characteristics; Therapeutic Recreation

This report provides descriptions of 14 research projects offered

ED 382 600 SP 035 963

Newton, Anne; And Others
Mentoring: A Resource and Training Guide for Educators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 827p.
LANGUAGE- English
EDRS Price- MF05/PC34 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Guidelines; Inservice Teacher Education; Learning Activities; Literature Reviews; *Mentors; Program Development; Program Evaluation; Program Implementation; Reflective Teaching; Resource Materials; *Training Methods
IDENTIFIERS- Reflective Practice

The goals of the five chapters in this guide are to help both new and experienced educators develop as reflective practitioners and to integrate a mentoring program into the fabric of a school's community. The first chapter discusses adult learning and development, reflective practice, change, and diversity. The second chapter presents an overview of the goals for a mentoring program; a discussion of the critical components involved in planning and implementing a mentoring program, including the needs of new teachers and mentors; and a review of the roles and responsibilities of the individuals and organizations that enable a mentoring program to work. The third chapter addresses the training of mentor teachers (e.g., communication skills; observation, documentation, and conferencing skills; and current theory about what consitutes excellent teaching). Evaluation of the effectiveness of a mentoring program is discussed in the fourth chapter. The final chapter discusses mentoring in the context of a district's professional development activities. Each chapter provides a brief review of the research and literature on that topic, activities, and a list of resources. (LL)

ED 382 601 SP 035 964

Pellicer, Leonard O.; Anderson, Lorin W.
A Handbook for Teacher Leaders.
PUB DATE- 95
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; *Educational Cooperation; *Educational Improvement; Elementary Secondary Education; Helping Relationship; Higher Education; Inservice Teacher Education; *Leaders; *Leadership; Peer Relationship; Resistance to Change; Staff Development; Teacher Effectiveness; *Teachers; Team Teaching
IDENTIFIERS- *Lead Teachers

This handbook is written for teachers in leadership roles, including team leaders, lead teachers, department chairpersons, and master teachers. Part 1, "The Nature of School Leadership,"

ED 382 619 SP 035 991

Stoll, Sharon Kay; And Others
The Importance of Teaching Methodology in Moral Education of Sport Populations.
PUB DATE- Mar 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Alliance of Health, Physical Education, Recreation, and Dance (Denver, CO, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Athletes; College Students; Discussion (Teaching Technique); *Ethical Instruction; Ethics; Higher Education; *Instructional Effectiveness; Lecture Method; Methods Research; *Moral Development; Moral Values; *Outcomes of Education; *Teaching Methods; *Teaching Models; Values Education
IDENTIFIERS- Student Athletes

Three approaches to teaching moral reasoning were implemented by expert teachers in classes at three small colleges and outcomes were compared. Teaching models included the following: Model A, a "good reasoned" approach in which students discussed scenarios and determined the best course of action; Model B, a teacher-centered lecture, question and answer approach focusing on first order questions; and Model C, a maieutic teaching style based in moral reasoning and dialogue and focused on societal and sports issues. Participants in Models A and B (N=22 and 34 respectively) were general college age students, while participation in the Model C class was limited to 18 intercollegiate grant-in-aid athletes. Pre- and post-tests using the Hahm-Beller Values Choice Inventory found significant improvements in scores for students in Models A and C, but no significant change in scores for Model B students. Results indicate that interaction teaching based on theory, dialogue, and argumentation is preferred to increasing cognitive moral learning. (Contains 32 references.) (PB)

ED 382 620 SP 035 992

Beller, Jennifer M.; And Others
The Relationship of Competition and a Christian Liberal Arts Education on Moral Reasoning of College Student Athletes.
PUB DATE- 29 Mar 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Alliance of Health, Physical Education, Recreation, and Dance (Portland, OR, March 29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athletes; *Church Related Colleges; College Athletics; College Students; Ethical Instruction; Ethics; Higher Education; Instructional Effectiveness; *Moral Development; *Moral Values; *Outcomes of Education; Sex Differences; Student Subcultures; Values Education
IDENTIFIERS- *Student Athletes

This study examined whether religious education courses in the basic studies curriculum affected moral reasoning about competition among athletes and nonathletes in four small colleges. Participants (N=285) completed the Hahm-Beller Values Choice Inventory. Nonathletes (NA) scored significantly higher than did athletes in team sports (TS), but not significantly higher than those in individual sports (IS). IS athletes also

ED 382 641 TM 023 071

Barringer, Mary S.
Curvilinear Relationships in Special Education Research: How Multiple Regression Analysis Can Be Used To Investigate Nonlinear Effects.
PUB DATE- Apr 95
NOTE- 106p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Educational Research; Elementary Secondary Education; *Regression (Statistics); *Special Education; Statistical Studies
IDENTIFIERS- *Curvilinear Functions; *Nonlinear Models; Polynomial Regression Models; Statistical Package for the Social Sciences

Researchers are becoming increasingly aware of the advantages of using multiple regression as opposed to analysis of variance (ANOVA) or analysis of covariance (ANCOVA). Multiple regression is more versatile and does not force the researcher to throw away variance by categorizing intervally scaled data. Polynomial regression analysis offers the investigator a method of analyzing curvilinear relationships with relative ease through commonly available statistical packages such as the Statistical Package for the Social Sciences (SPSS). This paper explores polynomial regression as an alternative to ANOVA for exploring nonlinear relationships. Challenges in interpreting the individual coefficients produced by polynomial regression are examined. Nine tables and four figures illustrate the discussion. Appendixes A and B illustrate SPSS output. (Contains 8 references.) (Author/SLD)

ED 382 642 TM 023 072

De Champlain, Andre
An Overview of Nonlinear Factor Analysis and Its Relationship to Item Response Theory.
PUB DATE- Apr 95
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Factor Analysis; *Item Response Theory; *Measurement Techniques; Simulation
IDENTIFIERS- Item Parameters; *Nonlinear Models

An approach that is currently gaining popularity in educational measurement is one that treats item response theory (IRT) as a special case of nonlinear factor analysis (NLFA). A brief overview is provided of some of the research that has examined the relationship between IRT and NLFA. Three NLFA models are outlined, emphasizing their major strengths and weaknesses. These are: (1) McDonald's polynomial approximation to a normal ogive model; (2) the factor analytic model for dichotomous variables of Christoffersson and Muthen (1975, 1984); and the full-information factor analytic model of Bock and Aitkin (1981) and Bock, Gibbons, and Muraki (1988). Although the full-

ED 382 664 TM 023 102

Morris, Lori V.; Powers, Donald E.
Assessing the Classroom Performance of Beginning Teachers: What Evidence Do Teachers Regard as Relevant?
PUB DATE- Mar 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; *Criteria; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Skills; Surveys; Teacher Attitudes; Teacher Effectiveness; *Teacher Evaluation; *Teaching Methods
IDENTIFIERS- *Praxis Series

One of the three components of The Praxis Series: Professional Assessments for Beginning Teachers (trademark) is a classroom performance assessment concerning the new teacher's ability to apply basic elements of good teaching in a classroom setting. At the core of this classroom assessment are 19 criteria for which assessors are to identify examples of evidence supporting whether or not a teacher can perform the function(s) implied by each criterion. The purpose of this study was to delineate further the kinds of teacher cognitions, decisions, and behaviors that may appropriately be regarded as evidence for each criterion. The focus was to establish the kinds of "generic" evidence that might cut across contexts, as well as determining what might be specific to particular situations. Survey responses from 131 teachers across subject matters are analyzed and both positive and negative evidence statements are developed for each criterion. Examples of both "generic" evidence and subject matter specific evidence are provided. The data gathered in this study could be useful for training assessors for the classroom component of The Praxis Series: Professional Assessments for Beginning Teachers (tm). Tables summarize each of the 19 criteria. (Contains 9 references.) (Author/SLD)

ED 382 665 TM 023 103

Pennock-Roman, Maria
Background Characteristics and Future Plans of High-Scoring GRE General Test Examinees.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Mar 94
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Aspiration; *College Students; *Educational Background; Educational Planning; Ethnic Groups; Graduate Study; *High Achievement; Higher Education; Language Proficiency; Majors (Students); Parents; Racial Differences; *Socioeconomic Status; *Student Characteristics; Student Motivation
IDENTIFIERS- *Graduate Record Examinations

Background characteristics and future plans of average and above average Graduate Record Examinations (GRE) General test takers are described for the various racial and ethnic groups. Characteristics included: (1) percentage of females; (2) undergraduate college major and grades; (3) intended field of

ED 382 685 TM 023 226

Telese, James A.; Kulm, Gerald
Performance-based Assessment of At-risk Students in Mathematics: The Effects of Context and Setting.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 95
NOTE- 71p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Context Effect; *Educational Assessment; Educational Environment; Generalizability Theory; Grade 8; *High Risk Students; Interrater Reliability; Junior High Schools; *Junior High School Students; *Mathematics Achievement; Problem Solving; Scoring; *Test Construction
IDENTIFIERS- *Performance Based Evaluation; Texas Assessment of Academic Skills

A team of university and public school mathematics educators designed performance-based mathematics assessment tasks designed to align with the Texas Assessment of Academic Skills for 93 students who had been identified as at-risk in mathematics. Scenarios were developed based on four contexts: (1) familiar activity; (2) social issue; (3) hands-on; and (4) technology. Each context was administered in three settings: individually, aided by a proctor, and small group. The data analysis consisted of two repeated measures analyses of variance with context and setting, and content and setting as the main factors. The repeated measures were operations, concepts, or problem-solving scores. The results indicated that context was not significant, but content was significant. Setting was significant in both analyses. Generalizability studies (G-studies) were conducted to measure dependability of raters and students. The G-studies indicated that the six raters were dependable when assigning scores. The problem-solving domain was the most dependable knowledge domain rated and the concept domain was least dependable. An appendix provides scoring rubrics and sample questions. Thirteen tables and four figures. (Contains 48 references.) (SLD)

ED 382 686 TM 023 227

Chapman, Dane M.; And Others
Critical Emergency Medicine Procedural Skills: A Comparative Study of Methods for Teaching and Assessment.
PUB DATE- Apr 93
NOTE- 44p.; Paper presented in part at the Annual Meetings of the Society for Academic Emergency Medicine (San Francisco, April 1993) and the International Conference in Emergency Medicine (London, England, April 1994). This study was supported in part by the Society for Academic Emergency Medicine/Emergency Medicine Foundation Educational Grant Award.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animals; Comparative Analysis; Competence; Computer Assisted Testing; *Computer Simulation; Educational Assessment; *Evaluation Methods; Experience; Medical Services; *Medical Students; Performance; *Physicians; *Skills; Teaching Methods;

ED 382 706 UD 030 390

Gordon, Beverly M.
Knowledge Construction, Competing Critical Theories, and Education.
PUB DATE- 95
NOTE- 16p.; Chapter 11 in the "Handbook of Research on Multicultural Education," p184-99. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Black Education; *Blacks; *Constructivism (Learning); *Critical Theory; Cultural Pluralism; *Educational Research; Educational Theories; Elementary Secondary Education; Feminism; Futures (of Society); *Knowledge Level; *Multicultural Education; Popular Culture; Racial Discrimination; Scholarship
IDENTIFIERS- *African Americans; Du Bois (W E B); Woodson (Carter G)

African American leaders and thinkers, as represented by such figures as W. E. B. DuBois and Carter G. Woodson, have historically dedicated themselves to winning the struggle against racism and a racialized social order and improving the quality of life for the African American masses. Postmodern African American scholars have continued this tradition of scholar-activism in supporting the reconceptualization of U.S. society as multicultural. The varying approaches to multiculturalism and the contributions of critical theory and feminist theories are influencing the thinking of contemporary African American educators as they face the future of education. In the postindustrial and postmodern American society of the twenty-first century, the most critical educational struggle for people of color will be for control over the academic, intellectual, and political development of their children. The emergence of a global U.S. society from the Afro-Judeo-Christian popular culture is being born out of the challenge to reconfigure the dominant realms of truth and rational knowledge. (Contains 195 references.) (SLD)

ED 382 707 UD 030 391

Gutierrez, Ramon A.
Historical and Social Science Research on Mexican Americans.
PUB DATE- 95
NOTE- 20p.; Chapter 12 in the "Handbook of Research on Multicultural Education," p203-22. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acculturation; Cultural Differences; Educational History; *Educational Research; *Ethnic Groups; Historiography; *Immigrants; Literature Reviews; *Mexican Americans; Minority Groups; *Multicultural Education; Sex Differences; *Social Science Research; Stereotypes; United States History
IDENTIFIERS- *Chicanos

This historiographical survey divides the literature on Mexican Americans thematically into five sections: (1) Mexicans as a regionally conquered people (1821-1880); (2) the Mexican as immigrant (1880-1993); (3) the Mexican American minority (1920-1965); (4) Chicanos as a nationality (1965-1993); and (5) recent research trends (1985-1993). These dates are rough approximations for the primacy of these themes in the literature, but the divisions are not so chronologically clear

ED 382 727 UD 030 411

Ogbu, John U.
Understanding Cultural Diversity and Learning.
PUB DATE- 95
NOTE- 12p.; Chapter 32 in the "Handbook of Research on Multicultural Education," p582-83. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Core Curriculum; Cultural Differences; *Cultural Pluralism; Disadvantaged Youth; Elementary Secondary Education; *Ethnic Groups; Learning; Low Achievement; *Minority Groups; *Multicultural Education; Social Discrimination
IDENTIFIERS- *Involuntary Minorities; Language Minorities

Two contrasting educational responses to cultural diversity are discussed. One is a core curriculum education movement and the other is a multicultural education movement. It is argued that neither of these responses will have an appreciable effect on the school-learning problems of minorities who have not traditionally done well in school. Neither is based on a good understanding of the nature of the cultural diversity or cultural differences of minority groups. To understand what it is about minority groups, their cultures, and languages that makes crossing boundaries difficult, it is necessary to understand that there are different types of minority groups. Comparative study has resulted in the classification of minority groups as autonomous (minorities primarily in a numerical sense, such as Jews or the Amish), immigrant or voluntary, and caste-like or involuntary minorities. Primary cultural differences, differences that existed before the minority and majority came in contact, distinguish voluntary minorities, but secondary cultural differences, arising after two groups came in contact, distinguish the involuntary minorities. Understanding the situation of involuntary minority children is imperative in designing education that will meet their needs. (Contains 87 references.) (SLD)

ED 382 728 UD 030 412

Schofield, Janet Ward
Review of Research on School Desegregation's Impact on Elementary and Secondary School Students.
PUB DATE- 95
NOTE- 20p.; Chapter 33 in the "Handbook of Research on Multicultural Education," p597-616. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Black Students; Cultural Differences; *Desegregation Effects; *Elementary School Students; Elementary Secondary Education; Integration Studies; Intergroup Relations; Literature Reviews; Outcomes of Education; *Research Methodology; Research Problems; *School Desegregation; *Secondary School Students; White Students
IDENTIFIERS- African Americans

The widespread concern about the impact of school desegregation and the controversy over what its effect might be have resulted in a substantial body of research. This review focuses on the impact on students themselves, presenting some conclusions that have emerged and discussing some methodological problems inherent in the assessment of the impact on students. These

ED 382 749 UD 030 433

Min, Pyong Gap, Ed.
Asian Americans. Contemporary Trends and Issues. Sage Focus Editions, Volume 174.
PUB DATE- 95
NOTE- 303p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); *Asian Americans; Cambodians; Demography; *Educational Trends; Elementary Secondary Education; Enrollment; *Ethnic Groups; Higher Education; Hmong People; Intergroup Relations; Laotians; *Sociocultural Patterns; Vietnamese People

The dramatic increase in the number and proportions of Asian American students over the last two decades has influenced the curricula and academic programs of many colleges and universities. This book provides background for the study of Asian American issues through data on sociologically important variables and issues for Asian Americans as a whole and for each group separately. Some of the issues explored in the following chapters are occupational and economic adjustment, assimilation and ethnicity, intermarriage, intergroup relations, demographic patterns, and marital and family adjustment: (1) "Introduction" (Pyong Gap Min); (2) "An Overview of Asian Americans" (Pyong Gap Min); (3) "Major Issues Relating to Asian American Experiences" (Pyong Gap Min); (4) "Chinese Americans" (Morrison G. Wong); (5) "Japanese Americans" (Setsuko Matsunaga Nishi); (6) "Filipino Americans" (Pauline Agbayani-Siewert); (7) "Asian Indian Americans" (Manju Sheth); (8) "Korean Americans" (Pyong Gap Min); (9) "Vietnamese, Laotian, and Cambodian Americans" (Ruben G. Rumbaut); and (10) "Future Prospects of Asian Americans" (Pyong Gap Min). (SLD)

ED 382 750 UD 030 434

Rothstein, Stanley William, Ed.
Class, Culture, and Race in American Schools. A Handbook.
PUB DATE- 95
NOTE- 266p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Differences; *Culture; Educational Administration; Educational Change; *Educational Experience; Educational History; Elementary Secondary Education; *Ethnicity; *Minority Groups; Public Schools; *Race; Racial Segregation; *Social Class; Teacher Education

Class, culture, and race have influenced the educational experiences of children for centuries, and they are gaining importance in the increasingly diverse American society of today. This reference work explores the critical importance of these issues to American education and uses historical, anthropological, sociological, and theoretical perspectives to provide an overview. The following chapters explore the issues of race, culture, and class in American education: (1) "From Estate to Social Class: A Historical Perspective and Definition" (Stanley William Rothstein); (2) "The Governance of as poster presentations at the 1995 conference. The research projects focused on: attitudes of preservice physical education teachers toward teaching students with mild disabilities; relationship between preservice physical education teachers' attributes and attitudes toward students with mild disabilities; course content characteristics of the introductory adapted physical education course for preservice physical education teaching majors; educational preparation of instructors of introductory adapted physical education courses; therapeutic recreation participation levels of adolescents during psychiatric hospitalization; Richardson apparatus for leaping ability; a profile of season ticket holders for women's basketball; comparison of reaction time measurement in male athletes and nonathletes; isometric strength measurements as predictors of physical performance test scores in college men; comparison of two methods of measuring sit-and-reach flexibility in high school students; recommendations for school system selection of devices which measure adipose tissue; a longitudinal study of physiological changes in free living college football players; comparing fitness between two geographically different female populations; and total serum cholesterol fluctuations in active and nonactive 18 to 30 year old women during their menses. (JDD)

ED 382 582 SP 035 921

Idaho K-12 Comprehensive Health Education Content Guide and Framework.
PUB DATE- 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Behavioral Objectives; *Competency Based Education; Course Content; *Curriculum Development; Elementary Secondary Education; *Health Education; State Standards; *Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Comprehensive School Health Education; *Idaho

This framework is designed to help Idaho schools develop their comprehensive health education curriculum and program and formulate realistic goals for themselves and their students. The guide outlines major shifts in emphasis represented by the proposed framework, such as a shift from focusing on separate areas of content to focusing on making connections among disciplines. It defines educational vocabulary, lists Idaho goals for comprehensive health education, discusses performance-based education and assessment, presents a matrix of goals and exit performance standards, and offers a mission statement and a vision statement. The framework itself is divided into sections covering kindergarten through fourth grades, fifth and sixth grades, seventh and eighth grades, and ninth through twelfth grades. Within each section, the guide provides goals, performance objectives, and sample progress indicators for specified knowledge, skills, attitudes, and applications. Benchmarks are listed for fourth grade, eighth grade, and exiting students, along with traits indicating good performance of each benchmark. (JDD)

ED 382 583 SP 035 924

is devoted to a description of teacher leaders and how they lead. Results are provided from research on teacher leaders, and persistent obstacles to establishing more effective teacher leadership are identified. Keys to establishing helping relationships with colleagues are discussed, and suggestions are given for teacher leaders seeking to improve upon instructional programs while effectively evaluating their efforts. Part 2, "The Instructional Process," focuses on the information teacher leaders need in order to work with peers to improve instruction in individual classrooms. Chapters are provided on planning, presenting, and evaluating instruction from the teacher leader's perspective. Part 3, "Teachers Working Together To Reclaim Schools," focuses on what teacher leaders can do to implement and support professional development programs in their schools. Guidelines for establishing peer coaching programs are provided, as well as a discussion on long-term restructuring and renewal in the face of previously identified barriers to change. (Contains 190 references.) (PB)

ED 382 602 SP 035 965

Hill, Marie Somers; Ragland, Joyce C.
Women as Educational Leaders: Opening Windows, Pushing Ceilings.
PUB DATE- 95
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Career Development; *Career Ladders; *Career Planning; Elementary Secondary Education; Females; *Leadership; Leadership Qualities; Leadership Responsibility; Leadership Training; Mentors; Politics of Education; Professional Development; Self Actualization; Social Support Groups; *Women Administrators
IDENTIFIERS- Glass Ceiling

This book contains guidelines, strategies, techniques, and common sense advice for enhancing the paths of women in pursuing a career in educational leadership. The Introduction to Part 1, "Women Leaders and the New Reality," outlines procedures used for conducting 35 interviews of selected women educational leaders which formed the basis for the book. Chapter 1 explores traditional roadblocks to the advancement of women. Chapter 2 emphasizes the optimal convergence of a variety of factors that allow women today to assume increasingly important positions as decision makers and gatekeepers within every level of education. Chapter 3 discusses trends in the near future as envisioned by the interviewees. Part 2, "Strategies for Professional and Self-Development," includes five chapters based on research and interviews for securing and excelling in educational leadership positions. Chapter 4 contains a self-assessment instrument and a plan for developing one's leadership competencies. Chapter 5 contains advice on the structures leading to advancement. Chapter 6 examines and offers advice on cultivating valuable mentoring relationships. Chapter 7 looks at techniques for extending interpersonal relationships. Chapter 8 describes the individual career paths of the women interviewees. Includes an index and suggested readings. (Contains 105 references.) (JB)

ED 382 603 SP 035 966

scored significantly higher than TS athletes. Females scored higher than males in all categories, with IS females scoring significantly higher than both TS females and IS males, and NA females scoring significantly higher than all other categories. Results suggest that whatever impact religious education courses may have does not seem to carry over to the sport environment. Further studies are recommended. (Contains 38 references.) (PB)

ED 382 621 SP 035 993

Strategy Development Workshop for Public Education on Weight and Obesity (Bethesda, Maryland, September 24-25, 1992). Summary Report.
PUB DATE- Sep 94
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Body Weight; *Child Health; Demography; Eating Habits; *Health Education; Higher Education; Mass Instruction; Mass Media Use; Nutrition; Nutrition Instruction; *Obesity; Physical Health; Prevention; *Preventive Medicine; *Public Health; Public Opinion

This report summarizes expert panel presentations and large and small group discussions focused on identifying educational opportunities as part of a public education effort to prevent obesity. Panel 1 reported on the epidemiology of obesity and cardiovascular disease, including obesity in both children and adults. Panel 2 reported on school-based, family-based, and community-based obesity prevention programs. Panel 3 addressed a number of issues in public education about weight and obesity, including: nutrition in adolescence; obesity and the hazards of treatment; smoking and weight; the role of physical activity in obesity management and prevention; and sociocultural aspects of obesity. Panel 4 examined communication strategies for public education, including audience segmentation as a strategy for targeting adults and communication strategies for targeting children and adolescents. Small group reports address special demographic issues pertaining to children, adolescents, adults, older adults, and minority group populations. (Individual panel papers and small group reports contain references.) (PB)

ED 382 622 TM 022 898

College-Level Academic Skills Test: Sample Test Items for Skills Effective 10/92.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; College Students; *Communication Skills; Community Colleges; *Computation; English; Essay Tests; Higher Education; Holistic Approach; Language Arts; Mathematics Tests; Reading Tests; Scoring; Standardized Tests; *State Programs; *Testing Programs; *Test Items; Test Results; Writing Tests
IDENTIFIERS- *College Level Academic Skills Test; *Florida

This document contains sample test items from the Florida College-Level Academic Skills Test (CLAST), an achievement test that information factor analytic model appears to be the strongest of the approaches described, it appears that a greater number of empirical studies should be undertaken to compare the various NLFA models with respect to how accurately they can recover simulated parameter values. An appendix presents an IRT-NLFA proof. (Contains 61 references.) (SLD)

ED 382 643 TM 023 073

De Champlain, Andre F.
Assessing the Effect of Multidimensionality on IRT True-Score Equating for Subgroups of Examinees.
PUB DATE- Apr 95
NOTE- 65p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Blacks; *Equated Scores; *Ethnic Groups; Hispanic Americans; *Item Response Theory; Minority Groups; Models; *Racial Differences; Thinking Skills; *True Scores; Whites
IDENTIFIERS- African Americans; *Law School Admission Test; *Multidimensionality (Tests)

The dimensionality of one form of the Law School Admission Test (LSAT) was assessed with respect to three ethnic groups of test takers. Whether differences in the ability composite have any noticeable impact on item response theory (IRT) true score equating results for these subgroups (African Americans, Hispanic Americans, and Whites) was also studied. Results obtained with respect to the dimensionality of the LSAT showed that a two-dimensional model, specifying analytical reasoning and logical reasoning plus reading comprehension as two abilities, adequately accounted for the item responses of both African-American and Caucasian test takers, but a more complex model was required for the Hispanic subgroup. Results obtained in this study suggest that African-American and Hispanic-American conversion lines appear to be equivalent to the equating function of the majority Caucasian group as well as to the one derived from the total test-taker population. In other words, the current practice of applying a conversion function obtained from the total population to all test takers, without regard to ethnicity, does not penalize minority group test takers. Five tables and 15 figures present results of the analyses. (Contains 71 references.) (SLD)

ED 382 644 TM 023 078

Boldt, R. F.
Simulated Equating Using Several Item Response Curves.
PUB DATE- Jan 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Cutting Scores; English (Second Language); *Equated Scores; *Item Response Theory; Research Methodology; *Sample Size; *Simulation; Statistical Analysis; Test Items
IDENTIFIERS- Anchor Tests; Rasch Model; *Test of English as a Foreign Language; Three Parameter Model

The comparison of item response theory models for the Test of graduate study; (4) graduate degree objective; (5) year of receipt of baccalaureate degree; (6) location of high school; (7) family socioeconomic background; (8) citizenship status; and (9) language spoken in the home. Distribution of these characteristics is given in tables for students classified according to level of GRE verbal, quantitative, or analytic scores in intervals of 50 points. High parental socioeconomic indicators were associated with higher GRE scores, although a substantial proportion of high-scoring students came from homes where the father had less than a high school education. Patterns of financial need and timing in taking the GRE are discussed, along with racial and ethnic differences in choice of major. Fifty-eight tables present the information. (Contains 32 references.) (SLD)

ED 382 666 TM 023 104

Zwick, Rebecca; Thayer, Dorothy T.
Evaluation of the Magnitude of Differential Item Functioning in Polytomous Items. Program Statistics Research Technical Report No. 94-2.
PUB DATE- Mar 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Error of Measurement; *Evaluation Methods; *Hypothesis Testing; *Item Bias; Scaling; Scoring; Simulation; *Statistical Inference; Test Items
IDENTIFIERS- Mantel Haenszel Procedure; *Polytomous Items

Several recent studies have investigated the application of statistical inference procedures to the analysis of differential item functioning (DIF) in test items that are scored on an ordinal scale. Mantel's extension of the Mantel-Haenszel test is a possible hypothesis-testing method for this purpose. The development of descriptive statistics for characterizing DIF in polytomous test items has received less attention. A statistic that appears well-suited as a summary index was proposed by Dorans and Schmitt. In this paper, two possible standard error formulas for this statistic are derived and evaluated, hypothesis testing procedures based directly on this descriptive statistic are outlined, and the results of applications to simulated data are presented. Three tables are included. (Contains 29 references.) (Author)

ED 382 667 TM 023 105

Sheehan, Kathleen; Mislevy, Robert J.
A Tree-Based Analysis of Items from an Assessment of Basic Mathematics Skills.
PUB DATE- Apr 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; *Computer Assisted Testing; *Difficulty Level; Educational Assessment; Identification; Interaction; *Mathematics Skills; Multiple Choice Tests; Pretests Posttests; Problem Solving; *Test Construction; Test Items
IDENTIFIERS- Asymptotic Distributions; Free Response Test Items;

Test Construction
IDENTIFIERS- *Emergency Medical Services

Three critical procedural skills in emergency medicine were evaluated using three assessment modalities--written, computer, and animal model. The effects of computer practice and previous procedure experience on skill competence were also examined in an experimental sequential assessment design. Subjects were six medical students, six residents, and six medical faculty members. They completed a survey of their prior experience with thoracotomy, were provided with standardized instruction in the procedures, and were tested with the three modalities. Competence was evaluated in terms of performance time and accuracy. Results indicated that critical emergency medical procedural skills can be evaluated most reliably and validly using an animal model assessment with sufficiently complex anatomy, as represented by the pig used in this study. Results also demonstrated that computer simulation practice using visual imagers and sequential ordering of procedural steps shows promise in teaching and assessment of competence. Previous thoracotomy experience was not an accurate predictor of competence. One figure and four tables present study findings. An appendix presents the procedural steps. (Contains 14 references.) (SLD)

ED 382 687 TM 023 228

Motika, Robert T.; Chason, Walter M.
Performance of Angoff Model IV Linear Test Equating Using Total Test and Content Dimensional Sub-Test Designs in Small Groups of Examinees.
PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Majors; *Equated Scores; Estimation (Mathematics); French; Higher Education; Sampling; *Second Language Learning; Spanish; *Teacher Certification; Teacher Education; Test Construction; Test Content; *Test Format
IDENTIFIERS- *Angoff Methods; *Linear Equating Method; Scale Drift

Test data from 200 examinees from the Spanish Teacher Certification Examination and 75 examinees from the French Teacher Certification Examination were used in a study of scale drift in sequentially equated test forms. Using sampling with replacement, 1,000 samples of 100 examinees each for Spanish and 1,000 samples of 50 each for French were created, and each sample was equated using Form A as the base form and equating through form B and form C back to form A. The Spanish forms were then broken down by item into three validated domains while the French forms were categorized into two domains. The forms were then equated by domain and the resulting equated domain scores summed to provide an estimate of total test performance. It was found that the whole test equating provided a better estimate based on scale drift than the summed scores of the equated domains. Nine tables. (Contains six references.) (Author)

ED 382 688 TM 023 229

Whiting, Bryan; And Others
Mastery Learning in the Classroom.

in fact as the diffusion of information, population movements, and paradigm shifts do not always conform to neat and thematic divides. A look at particular works makes it clear that in each of these periods the Mexican population of the United States was negatively stigmatized by its culture and its occupations and persistently viewed as a problem to be cured, if not eradicated. Scholarship written by Chicanos themselves, as is currently emerging, is doing much to change the tenor of research. Mexicans have never fit the usual patterns of assimilation and acculturation, and a new look at the Mexican experience in the United States may cause a rethinking of assimilation as an explanatory model for Americanization. Issues of social mobility and gender are other areas that require research attention. (Contains 222 references.) (SLD)

ED 382 708 UD 030 392

Rodriguez, Clara E.
Puerto Ricans in Historical and Social Science Research.
PUB DATE- 95
NOTE- 22p.; Chapter 13 in the "Handbook of Research on Multicultural Education," p223-44. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Colonialism; Cultural Awareness; Cultural Differences; Disadvantaged Youth; *Educational History; *Ethnicity; *Immigrants; Literature Reviews; Minority Groups; *Multicultural Education; *Puerto Ricans; *Social Science Research; United States History; Urban Problems
IDENTIFIERS- Lewis (Oscar)

This review of the literature on Puerto Ricans in historical and social science research focuses on major English-language books. The review finds that colonialism has been a major factor in, an orienting influence of, and a focus for critical writing about Puerto Ricans. In general, books published before 1970 were reflective, implicitly or explicitly, of Puerto Rico's colonial relationship to the United States. The bulk of works published after 1970 have been critical of this relationship and have attempted to deconstruct the earlier literature and contextualize Puerto Rico and Puerto Ricans. This paper begins by emphasizing the political and thematic similarities in the literature of Puerto Ricans and Native American peoples, illuminating the unique political relationships both groups have had with the U.S. government and to illustrate how this relationship influenced the literature on this subject. Works of both periods of the literature are then reviewed, highlighting "La Vida" by Oscar Lewis. The implications of this body of literature for multicultural education are discussed, stressing the necessity of developing material that is sensitive to the culture of Puerto Ricans in Puerto Rico and on the mainland. (Contains 198 references.) (SLD)

ED 382 709 UD 030 393

Snipp, C. Matthew
American Indian Studies.
PUB DATE- 95
NOTE- 14p.; Chapter 14 in the "Handbook of Research on Multicultural Education," p245-58. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

problems include deciding on the relevant studies, recognizing the implications of diversity, and facing the reality that much of the research is flawed. Research does suggest that desegregation has had some positive impacts on the reading skills of African American youngsters. Mathematics skills seem generally unaffected by desegregation. There is also some evidence that desegregation can help to break what can be thought of as the generational cycle of segregation and racial isolation. Evidence is beginning to accumulate that school desegregation may favorably influence such adult outcomes as college graduation, income, and employment patterns. Evidence about the impact of desegregation on intergroup relations is generally held to be inconclusive, but some positive effects are indicated. In addition, it is clear that the way in which desegregation is brought about can have effects on student outcomes. (Contains 232 references.) (SLD)

ED 382 729   UD 030 413

Banks, James A.
Multicultural Education: Its Effects on Students' Racial and Gender Role Attitudes.
PUB DATE- 95
NOTE- 11p.; Chapter 34 in the "Handbook of Research on Multicultural Education," p617-27. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attitude Change; Beliefs; Change Strategies; Curriculum; Elementary School Students; Elementary Secondary Education; Instructional Materials; Literature Reviews; *Multicultural Education; *Racial Attitudes; Secondary School Students; *Sex Role; Stereotypes; *Student Attitudes

Research is reviewed on the effects of materials and other curricular experiences related to race and gender on the perceptions, attitudes, and beliefs of students in kindergarten through grade 12. Research findings are not totally consistent, but the studies reviewed indicate that different kinds of curriculum interventions can help students develop less stereotypic gender-role attitudes. The inconsistent results may have stemmed from varied interventions, student ages, duration of interventions, social settings, and teacher attitudes and behavior. The research reviewed also indicates that students' conceptions of gender-appropriate activities can be modified with curriculum interventions. While the results are, on the whole, encouraging to educators, they do share some problems in that only a few have examined the relationship between attitudes and behavior or the duration of treatment as a variable, and few have been designed to modify the attitudes and behavior of teachers. Implications for research and practice are discussed. (Contains 94 references.) (SLD)

ED 382 730   UD 030 414

Slavin, Robert E.
Cooperative Learning and Intergroup Relations.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 7p.; Chapter 35 in the "Handbook of Research on Multicultural Education," p628-34. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

Local Schools as Influenced by Social Class, Race, and Ethnicity" (Frank W. Lutz and Laurance Iannaccone); (3) "The Chicano Educational Experience: Empirical and Theoretical Perspectives" (Daniel Solorzano); (4) "Class, Race, and Science Education" (David Eli Drew); (5) "Diversity and the Institutional Transformation of Public Education" (Joseph G. Weeres and John Rivera); (6) "The Concept of Culture" (Walter F. Beckman); (7) "Italian and Mexican Responses to Schooling: Assimilation or Resistance?" (Richard J. Alternbaugh); (8) "Emerging Educational Structures: The Impact on Leadership 'Culture'" (Andrew E. Dubin); (9) "Race Relations and Segregation in the United States" (Walter F. Beckman); (10) "Race, Class, and the Educational Marginalization of African Americans: A Historical Perspective" (Mougo Nyaggah and Wacira Gethaiga); (11) "Serving Asian American Children in School: An Ecological Perspective" (Mikong Kim-Goh); (12) "Effective Teacher Preparation for Diverse Student Populations: What Works Best?" (Carmen Zuniga-Hill and Carol Barnes); (13) "Ecocultural Context, Cultural Activity, and Emergent Literacy: Sources of Variation in Home Literacy Experiences of Spanish-Speaking Children" (Leslie Reese, and others); and (14) "Culture, Class, and Race: Three Variables of Decision Making in Schools" (Lenore M. Parker). Contains a selected bibliography of 145 references. (SLD)

ED 382 751 UD 030 435

Bruschi, Barbara A.; Anderson, Bernice Taylor
Gender and Ethnic Differences in Science Achievement of Nine-, Thirteen-, and Seventeen-Year-Old Students.
PUB DATE- 10 Feb 94
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Sarasota, FL, February 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Black Students; *Elementary School Students; Elementary Secondary Education; Hispanic Americans; Minority Groups; *Racial Differences; *Sciences; *Secondary School Students; *Sex Differences; Test Results; White Students
IDENTIFIERS- African Americans; Hispanic American Students; *National Assessment of Educational Progress

Although minority students have experienced substantial increases in science performance on standardized tests, there is still a large disparity between minority and majority students on science achievement tests for males and females. This study examined science achievement for similarities and differences by gender and race/ethnicity. Using the National Assessment of Educational Progress (NAEP) science proficiency data for 1990, the study focused on average proficiency scores in four science content areas of nationally representative samples of 9-, 13-, and 17-year-old African-American, Hispanic, and White students. The early male advantage in physical science and in earth and space sciences became more substantial with age. Females were favored in the science of nature across all age groups. White students outperformed Hispanic Americans across content area and age group, but the largest gap in mean proficiency scores was between White and African American students, at nearly 55 points at age 17. A more in-depth look at the factors that cause these differences needs to be undertaken. An appendix presents three tables of study findings. (Contains 8

Bell, Nancy M.
Professional Development Sites: Revitalizing Preservice Education in Middle Schools.
PUB DATE- Mar 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College School Cooperation; Cooperating Teachers; *Developmental Stages; Higher Education; Intermediate Grades; Junior High Schools; *Middle Schools; Preservice Teacher Education; *Professional Development Schools; Program Development; Program Implementation; Rural Schools; *Student Teacher Attitudes; Student Teachers; *Teacher Attitudes; *Teacher Education Curriculum; Teamwork; Urban Schools
IDENTIFIERS- Charleston Southern University SC

This case study reports on the experiences of teachers and student teachers during the process of developing and implementing professional development sites (PDSs) at one urban and two rural middle schools. The study examines the phases of development that teachers go through in the process of developing PDSs and how teachers' level of development affects the development of the overall PDS. It also examines the benefits, to student teachers and to supervising teachers, of PDS-based training of preservice teachers. The focus of PDS activity at the three sites was preservice teacher training. Student teachers at one of the PDSs responded positively to a 2-week orientation to the school, designed by a core group of teachers (n=6) at the site, which introduced preservice teachers (n=5) to teaming, the school advisement program, teaching strategies, management techniques, lesson planning, and media. Both student teachers and supervising teachers concurred on three primary benefits of the PDS program: (1) support was available for both preservice and cooperating teachers; (2) student teachers became familiar with the school and its procedures, which gave them a framework for understanding school operations and made the supervising teachers' jobs easier; and (3) student teachers had the chance to observe various teaching styles. (Contains 21 references.) (IAH)

ED 382 584   SP 035 927

Kraska, Marie F.; Seckin, Nezahat
Rewards and Punishments of Secondary School Teachers in Turkey.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Policy; Foreign Countries; *Punishment; Regional Characteristics; *Rewards; Secondary Education; *Secondary School Teachers; Socioeconomic Influences; *Teacher Evaluation; Teacher Improvement
IDENTIFIERS- Ministry of Education (Turkey); *Turkey

The purpose of this study was to investigate the rewards and disciplinary punishments received by secondary teachers in schools operating under the Ministry of National Education in Turkey. Data were collected from personnel cards of the relevant general directorates within the Ministry of National Education. Data were reduced to frequency counts and percentages for further analysis. Differences in socio-political environments may account for findings that: (1)

Quality in Teaching.
PUB DATE- 94
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Education; *Educational Quality; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; Higher Education; Institutional Characteristics; Policy Formation; Preservice Teacher Education; Public Policy; *School Policy; Secondary School Teachers; Teacher Attitudes; *Teacher Effectiveness
IDENTIFIERS- Reform Efforts

This book reports on an international study of quality in teaching in elementary and secondary schools and on policies to promote quality teaching in 11 countries. The study on which the book is based called on case studies by experts from 11 countries on policies to improve the quality of teaching, seminars for teachers to discuss the definition of quality and what affects it, and descriptions of new developments in initial teacher education. Participating countries were Australia, Austria, Finland, France, Italy, Japan, New Zealand, Norway, Sweden, United Kingdom, and United States. Chapter 1 places the study in the context of previous research and ongoing reforms of educational systems. Chapter 2 reviews the conceptual framework and procedures used in the country studies. Chapter 3 describes the samples of schools studied in each country. Chapter 4 presents the strong similarities among countries in the attributes and actions of good teachers. Chapter 5 explains the range of policies to improve teacher quality that were described in the country studies. Chapter 6 describes characteristics of schools that support high quality education. Chapter 7 analyses some of the implications and possible conflicts among initiatives to improve teacher quality that arise from central policies, local schools, and individual teachers themselves. Contains 56 references. (JB)

ED 382 604 SP 035 967

Albert Einstein Distinguished Educator Fellowship Act of 1994. Hearing on S. 2104 To Establish within the National Laboratories of the Department of Energy a National Albert Einstein Distinguished Educator Fellowship Program, before the Subcommittee on Energy Research and Development of the Committee on Energy and Natural Resources. United States Senate, One Hundred Third Congress, Second Session.
PUB DATE- 28 Jun 94
NOTE- 53p.; For a related document, see SP 035 968.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Cooperation; *Educational Legislation; Elementary School Teachers; Elementary Secondary Education; Faculty Development; *Faculty Fellowships; Federal Programs; Hearings; *Mathematics Teachers; Policy Formation; *Science Teachers; Secondary School Teachers
IDENTIFIERS- Congress 103rd; *Department of Energy; Proposed Legislation

These hearings addressed proposed Bill S. 2104 to create a Department of Energy (DOE) fellowship program for math and science teachers that would provide them opportunities to work at DOE labs in order to enhance coordination and communication among the educational community, the Congress, and the measures communication and computation skills that students should have acquired on completing their sophomore year in college. The sample items in this document test the set of skills that were revised in September 1990 and began to be assessed on the October 1992 CLAST. CLAST skills are measured using four subtests: (1) essay; (2) English language skills; (3) reading; and (4) mathematics. Sample items are given for each area. Appendix A lists skills by broad skill categories within each subtest, and Appendix B contains skill statements and holistic scoring criteria for the essay subtest. Appendix C contains the answer key to the multiple choice items. The actual CLAST directions for the essay are presented here, and directions for the other subtests are abbreviated. (SLD)

ED 382 623 TM 022 991

Kim, JinGyu; McLean, James E.
The Relationships between Individual Difference Variables and Test Performance in Computerized Adaptive Testing.
PUB DATE- Nov 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Students; Computer Anxiety; Computer Literacy; Foreign Countries; Higher Education; *Individual Differences; *Mathematical Aptitude; *Mathematics Anxiety; Self Concept; *Test Anxiety; Test Results; Translation
IDENTIFIERS- *South Korea; Statistical Analysis System

The relationship between several individual difference variables and test performance using computerized adaptive testing (CAT) was studied with 208 South Korean college students. The general individual difference variable selected was test anxiety, and the math-related individual difference variables were mathematics aptitude, math test anxiety, and math self-concept. Computer-related individual difference variables were computer literacy, computer anxiety, and computer experience. The CAT was an algebra test. Test anxiety and other individual difference variables were measured with instruments translated into Korean for the study. The seven difference variables and their squares were submitted to an analysis using the RSQUARE Procedure from Statistical Analysis System software. Math aptitude, math self-concept, math test anxiety, and computer literacy, in that order, were significantly related to test performance using CAT, but test anxiety, computer experience, and computer anxiety were not. Results suggest that the relationship between individual difference variables and test performance using CAT may be curvilinear. Two tables present analysis results. (Contains 27 references.) (SLD)

ED 382 624 TM 022 992

Kim, JinGyu; And Others
A Cross-Cultural Validation Study of the Computer Attitude Scale.
PUB DATE- Nov 94
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

English as a Foreign Language (TOEFL) was extended to an equating context as simulation trials were used to "equate the test to itself." Equating sample data were generated from administration of identical item sets. Equatings that used procedures based on each model (simple item response, three-parameter logistic, and Rasch models) were accomplished under several conditions and the results were compared. Conditions varied by sample size, anchor test difficulty, and the TOEFL section equated. The largest discrepancies between scores identified as comparable occurred for the three-parameter logistic (3PL) and the modified Rasch models at the lower extreme scores, and for the simple models at the upper extreme score. If it is true that the cut scores for most institutions occur in the mid-score ranges, the findings suggest that the 3PL should not be used if equating samples are substantially reduced from the present size. The other models are promising for small sample equating, with the one-parameter logistic models being most promising. Six tables and six figures illustrate the analysis. (Contains 10 references.) (SLD)

ED 382 645 TM 023 079

Eignor, Daniel R.
Deriving Comparable Scores for Computer Adaptive and Conventional Tests: An Example Using the SAT.
PUB DATE- Nov 93
NOTE- 47p.; Version of a paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *College Entrance Examinations; Comparative Analysis; *Computer Assisted Testing; *Equated Scores; Mathematics Tests; Scaling; *Test Items; Verbal Tests
IDENTIFIERS- *Equipercentile Equating; *Linear Equating Method; Paper and Pencil Tests; Scholastic Aptitude Test

Procedures used to establish the comparability of scores derived from the College Board Admissions Testing Program (ATP) computer adaptive Scholastic Aptitude Test (SAT) prototype and the paper-and-pencil SAT are described in this report. Both the prototype, which is made up of Verbal and Mathematics computer adaptive tests (CATs), and a form of the paper-and-pencil test were administered to more than 500 examinees using a random groups counterbalanced design. Both linear and equipercentile procedures were used for equating in each of the separate testing orders (paper-and-pencil followed by CAT, or CAT, then paper-and-pencil). Data were not pooled across the orders because the groups were not randomly equivalent due to administrative problems. The linear procedure was chosen for each test (Verbal or Mathematical) for each order, and results from the two orders were averaged. The final Verbal and Mathematical CAT conversions were quite similar to the paper-and-pencil conversions, although the two conversions for Verbal and two conversions for Mathematical did differ by as much as 20 scaled score points in certain regions of the scale. Ten tables and 10 figures illustrate the analysis. (Contains 11 references.) (Author/SLD)

ED 382 646 TM 023 080

Eignor, Daniel R.; And Others
Case Studies in Computer Adaptive Test Design through Simulation.

*Praxis I; Three Parameter Model; *Tree Based Analysis

The operating characteristics of 114 mathematics pretest items from the Praxis I: Computer Based Test were analyzed in terms of item attributes and test developers' judgments of item difficulty. Item operating characteristics were defined as the difficulty, discrimination, and asymptote parameters of a three parameter logistic item response theory (IRT) model. Three types of item attributes were considered: (1) surface features (for example, whether or not the item stem contained an equation); (2) aspects of the solution process (for example, whether or not the solution required application of a standard formula); and (3) response type (free-response or multiple-choice). Because the attribute set included large numbers of categorical variables, an approach based on binary regression trees (Breiman, Friedman, Olshen, and Stone, 1984) was implemented. The results were quite impressive for asymptote parameters (85% of variance explained), somewhat less so for difficulty parameters (36% of variance explained) and fairly unimpressive for discrimination parameters (only 12% of variance explained). In addition, the tree-based approach was found to be particularly useful for identifying important interaction effects and for developing graphical summaries of the modeling results. Six tables and eight figures support the analyses. (Contains 11 references.) (Author/SLD)

ED 382 668 TM 023 106

Bennett, Randy Elliot
Toward Intelligent Assessment: An Integration of Constructed Response Testing, Artificial Intelligence, and Model-Based Measurement.
PUB DATE- May 90
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Artificial Intelligence; *Constructed Response; *Educational Assessment; *Measurement Techniques; Models; Scoring; *Standardized Tests; Testing; Test Items; Test Use; Test Validity
IDENTIFIERS- Experts; Partial Credit Model

A new assessment conception is described that integrates constructed-response testing, artificial intelligence, and model-based measurement. The conception incorporates complex constructed-response items for their potential to increase the validity, instructional utility, and credibility of standardized tests. Artificial intelligence methods are invoked to produce item-level partial-credit scores and diagnostic analyses similar to those of a human expert. Finally, cognitively-grounded measurement models provide diagnostic statements based on commonalities in performance across items. Progress toward achieving this conception is examined, with emphasis on two automated scoring programs. Potential applications of intelligent assessment are discussed. (Contains 45 references and 6 figures.) (Author)

ED 382 669 TM 023 107

Wainer, Howard; And Others
An Adaptive Algebra Test: A Testlet-Based, Hierarchically-Structured Test with Validity-Based Scoring. Technical Report No. 90-92.
PUB DATE- 90
NOTE- 30p.

PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Affective Behavior; Cognitive Processes; *Cognitive Style; Distributive Education; Grade Point Average; High Schools; *High School Students; *Mastery Learning; *Outcomes of Education; *Student Attitudes; Teaching Methods

This study investigated the cognitive and affective student learning outcomes of 36 semesters (equivalent to 18 years) using the mastery learning approach in high school distributive education classes (n=7,179 students). Student achievement in the cognitive area is reported by increasing grade point averages, and test scores are presented to show the consistent high level of academic achievement of students. Affective information (attitudes toward school and learning) has also been elicited from the entire sample and is presented to show positive changes. Additionally, more recent information regarding students' (n=843) learning styles and the use of those styles to facilitate learning is reported. This investigation provides information regarding the effectiveness of mastery learning in real world classroom experience. An appendix summarizes mastery learning and teaching strategy. (Contains four references.) (Author/SLD)

ED 382 689 TM 023 230

Zhu, Daming; Thompson, Tony D.
Gender and Ethnic Differences in Tendencies To Omit Responses on Multiple-Choice Tests Using Number-Right Scoring.
PUB DATE- Apr 95
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Black Students; *Ethnic Groups; High Schools; *High School Students; Hispanic Americans; Mathematics Tests; *Multiple Choice Tests; Racial Differences; Responses; *Scores; *Sex Differences; Test Results; White Students
IDENTIFIERS- ACT Assessment; *Number Right Scoring; *Omitted Responses

This study attempted to control differences in achievement when examining omitting tendencies of examinees. Test data of randomly sampled examinees (7 samples of 2,000 examinees each) from one national administration of the ACT Assessment were used. The number of responses omitted per examinee was examined over all examinees and over only those who omitted responses. The relationship between test scores and number of omits was negative and weak. More examinees at lower levels omitted responses (and more of them), but some at higher levels also omitted a surprising number of responses. No significant differences in tendencies to omit were found between males and females. Statistically significant differences in the tendency to omit were found among examinees of different ethnic groups, especially between African origin and Caucasian origin samples

DESCRIPTORS- American Indian Culture; American Indians; *American Indian Studies; Anthropology; *Cultural Differences; Demography; *Educational Research; Ethnic Groups; Experience; Higher Education; History; Literature Reviews; *Multicultural Education; *Population Distribution; *Socioeconomic Status; United States History

A quick look at the literature in American Indian studies reveals that it is divided about equally between historical research and studies of contemporary American Indians, reflecting the strong influence of history and anthropology in the field. American Indian studies overlaps many disciplines. Characterized as an "area study," it is unified by the single theme of its link to the culture and experiences of American Indians as a people separate from the Euro-American culture. Many studies focus on American Indian demography, investigating the size, distribution, and composition of the historical and contemporary American Indian populations. The literature on the social and economic status of American Indians is relatively large, as is the literature on political organizations and legal institutions among historic and contemporary American Indian groups. The cultures of American Indians are extremely diverse, and broad generalizations are difficult to make. Many studies of spirituality and cultural survival can be found in the literature. A crucial distinction between the literature of the past and contemporary approaches is the modern assumption that the American Indian peoples are a dynamic and vital part of the American ethnic spectrum, not a population doomed to extinction. (Contains 103 references.) (SLD)

ED 382 710 UD 030 394

Liu, William T.; Yu, Elena S. H.
Asian American Studies.
PUB DATE- 95
NOTE- 6p.; Chapter 15 in the "Handbook of Research on Multicultural Education," p259-64. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Asian Americans; Asian Studies; *Cultural Awareness; *Educational History; Educational Research; Ethnic Groups; Federal Legislation; Government Role; Higher Education; *Immigrants; Immigration; Minority Groups; *Multicultural Education; *Public Policy; Social Science Research; United States History
IDENTIFIERS- *Asian American Studies; *Model Minority Groups

The sociodemographic and socioeconomic characteristics of all Asian American communities since 1950 have been greatly influenced by federal immigration legislation, and it is not possible to consider the field of Asian American studies without an understanding of the history of immigration legislation. Asian American research may be divided into five periods: (1) the early era before World War I; (2) the period of World War II, with the preponderance of Japanese studies; (3) the postwar era, with its emphasis on culture and personality studies; (4) a shift toward ethnic studies as a result of the civil rights movement; and (5) the emergence of a new generation of Asian American studies in the 1980s. The new studies of the 1980s and 1990s are beginning to counter the myth of Asian Americans as a model minority as they address a wide spectrum of topics not previously studied. While rigorous and systematic studies of Asian Americans are still in their infancy, a solid beginning has been made with the recognition of Asian American studies as an academic field and a vital area

DESCRIPTORS- *Cooperative Learning; Desegregation Effects; Elementary Secondary Education; *Ethnic Groups; Friendship; Grouping (Instructional Purposes); *Intergroup Relations; Literature Reviews; Minority Groups; Peer Relationship; *School Desegregation; Teaching Methods

this paper reviews the research on cooperative learning methods, with an emphasis on understanding the complex changes that occur in both classroom organization and student friendship patterns when cooperative, integrated learning groups are used in the desegregated classroom. Cooperative learning methods explicitly use the strength of the desegregated school and the presence of students of different races or ethnicities, to enhance intergroup relations and other outcomes. Results of studies relating cooperative learning to intergroup relations clearly indicate that when students work in ethnically mixed cooperative-learning groups, they gain in cross-ethnic friendships. This research indicates that the effects of cooperative learning on intergroup relations are strong and lasting. Practical implications of these findings are unambiguously supportive of implementing contact theory in the desegregated classroom. (Contains 50 references.) (SLD)

ED 382 731 UD 030 415

Schofield, Janet Ward
Improving Intergroup Relations among Students.
PUB DATE- 95
NOTE- 12p.; Chapter 36 in the "Handbook of Research on Multicultural Education," p635-46. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Environment; *Educational Practices; Elementary Secondary Education; *Ethnic Groups; Group Membership; *Intergroup Relations; *Minority Groups; *Racial Integration; School Resegregation; Social Psychology

Factors that theory and research in social psychology suggest are important in structuring racially and ethnically mixed environments in ways that foster positive relations and minimize negative relations are reviewed. It is important to avoid resegregation, but avoiding resegregation is not enough in itself. Policies and practices must be monitored to ensure that they promote equal status and cooperative interdependence between minority- and majority-group members. Efforts to promote crosscutting group memberships and to heighten a sense of connection to superordinate group identities that include members of the various groups represented in a situation are likely to be beneficial, as are practices that encourage individuals to participate with out-group members in experiences that allow them to know one another as individuals. Those in positions of authority can support the development of positive intergroup relations by enabling others, as well as through modeling, sensitizing, and sanctioning. In general, practices that heighten the salience of group membership should be avoided unless they are the only way to make sure that other vital goals are obtained. (Contains 145 references.) (Author/SLD)

ED 382 732 UD 030 416

Sue, Derald Wing
Toward a Theory of Multicultural Counseling and Therapy.
PUB DATE- 95
NOTE- 13p.; Chapter 37 in the "Handbook of Research on

references.) (SLD)

ED 382 752 UD 030 436

Berrey, Carol; Johnson, Terry
Ensuring Success--Identifying and Meeting AFDC Clients' Training Needs.
PUB DATE- Feb 95
NOTE- 27p.; Paper presented to the League for Innovation in the Community College (February 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Individual Differences; Job Training; *Low Income Groups; Minority Groups; *Needs Assessment; *One Parent Family; *Poverty; Surveys; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Focus Groups; Self Sufficiency; *Utah

This study of Utah single welfare parents attempts to respond to several questions. What are the characteristics of this population, especially with respect to self-sufficiency? For instance, what percentage of the population requiring child care, has completed job training, etc.? What segments exist in the population? What are the clusters of self-sufficiency needs that exist for which programs may be designed? What programs and services are more critical? Focus groups with clients alone, case workers alone, and both together got qualitative information about parents receiving Aid to Families with Dependent Children (AFDC). This information was used to create written questionnaires administered to all AFDC single parents. Results indicated that clients could usefully be clustered by personal and demographic characteristics, such as "teen mother," or "sexually abused," and that needs (housing, drug and alcohol treatment, etc.) varied by cluster. Clients identified good-paying jobs, job training, parenting classes, and related topics as the most necessary to achieve self-sufficiency. Four tables present study findings. (Contains 37 references.) (Author/SLD)

ED 382 753 UD 030 437

A Statewide Evaluation of Florida's College Reach-Out Program. Annual Report: 1992-93 Cohort. Report and Recommendations.
PUB DATE- Dec 94
NOTE- 79p.; For the 1991-92 cohort, see ED 375 740. Some tables have very small print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Career Counseling; College Bound Students; College School Cooperation; *Disadvantaged Youth; Economically Disadvantaged; Educational Opportunities; Elementary Secondary Education; Enrichment Activities; Higher Education; Minority Groups; *Outreach Programs; Program Evaluation; State Legislation; *State Programs
IDENTIFIERS- *College Outreach Program FL; *Florida

This report presents an evaluation of Florida's College Reach-Out Program (CROP) and data on the 1992-93 cohort of institutions and students that the program serves. CROP is a state-wide program designed to increase the number of students successfully completing postsecondary education by providing academic enrichment opportunities and career counseling to students in grades 6 through 12. The program served 5,146 teachers received a greater number of punishments than rewards during the period under examination (1982 through 1986), and (2) disciplinary punishments occurred more frequently in the most and least developed regions of the country. Further reflection suggested that punishments may be used more frequently than rewards because punishments rather than rewards have been historically emphasized in the teaching profession; because the criteria for rewarding teachers remains ambiguous; because rewarding is not used systematically to motivate, convince or influence teachers for educational effectiveness; and because the objective and policies of the educational system continue to remain too abstract to be used as criteria for teacher achievement. Contains five tables of data. (Author/JB)

ED 382 585   SP 035 934

HIV/AIDS Education Program, Grades K-5.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- Aug 93
NOTE- 236p.; For the Grades 6-12 guide, see SP 035 935.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Community Involvement; Disease Control; Educational Legislation; Elementary Education; *Elementary School Students; Guidelines; *Health Education; *Health Promotion; *Instructional Materials; Lesson Plans; Multicultural Education; Parent Participation; Program Development
IDENTIFIERS- Comprehensive School Health Education

The five chapters in this manual outline an HIV/AIDS education program for grades K-5. Chapter 1 asks why HIV education should be taught in the primary grades, discusses who should teach HIV/AIDS education, and presents facts about adolescents and AIDS. Chapter 2 includes: (1) questions and answers about the bill that mandated K-12 HIV education in all Arizona public schools; (2) criteria and procedures for notification of school districts of HIV-infected students; and (3) a sample parental notification letter. Considerations for the development of a comprehensive HIV education program are incorporated in chapter 3. The fourth chapter supplies the suggested scope and sequence for HIV/AIDS education grades K-12. The final chapter provides sample lesson plans for grades K-5. Appendices provide: (1) an age-appropriate glossary of terms; (2) basic information about HIV for educators, common questions and answers asked by students, teaching tips and overhead transparencies; (3) infection control guidelines in the school setting, including universal precautions to prevent the spread of HIV disease and an OSHA fact sheet on bloodborne pathogens; (4) ways to involve parents and the local community in the HIV education program; (5) suggestions for teaching health education topics, including HIV, in multicultural classrooms; (6) community resources; and (7) a resource materials guide. (LL)

ED 382 586   SP 035 935

HIV/AIDS Education Program Grades 6-12.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.

Executive Agencies responsible for developing and administering federal education programs. Following opening statements by Senators Wendell H. Ford and Mark O. Hatfield, Terry Cornwell Rumsey of the Department of Education testified on the Department's philosophy and strategies to address national education goals and in particular how S. 2104 would fit in with these and with existing programs. James A. Tegnelia of Sandia National Laboratories testified that S. 2104 would be helpful, would result in tangible improvement in DOE educational outreach programs, and should encourage participation of rural and minority school teachers. John M. Fowler of the Coalition for Science and Technology Education testified on the beginnings of the program that led to S. 2104. (It brought teachers on fellowships to work in Congressional offices and to contribute their insights into educational legislation and policymaking.) Senator Pete V. Domenici offered remarks on the importance of the proposed program. A brief discussion followed concerning similar programs at DOE, the best length for fellowships, program costs, and requirements for participants. The document contains a list and descriptions of DOE minority education programs and appendixes with response to additional questions, and additional material submitted for the record. (JB)

ED 382 605 SP 035 968

Albert Einstein Distinguished Educators Fellowship Act of 1994.
Report To Accompany S. 2104. 103D Congress, 2d Session, Senate.
PUB DATE- 18 Aug 94
NOTE- 12p.; For a related document, see SP 035 967.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Cooperation; *Educational Legislation; Elementary School Teachers; Elementary Secondary Education; Faculty Development; *Faculty Fellowships; Federal Programs; *Mathematics Teachers; Policy Formation; *Science Teachers; Secondary School Teachers
IDENTIFIERS- *Department of Energy

This document contains the text of the "Albert Einstein Distinguished Educators Fellowship Act of 1994" (S. 2104) along with related analysis. The bill establishes a Department of Energy (DOE) fellowship program for math and science teachers that provides them opportunities to work at DOE labs in order to enhance coordination and communication among the educational community, the Congress, and the Executive Agencies responsible for developing and administering federal education programs. Following the text of the bill is a discussion of background and need and a description of DOE mathematics and science programs. A report on the bill's legislative history is included along with committee recommendations and a tabulation of committee votes. A Committee amendment expands the program to authorize fellowships in other parts of the Federal government, directs the Secretary of Energy to administer the program, broadens the qualification criteria for recipients, and authorizes a partnership with the Waste Management Education & Research Consortium. The document includes a section-by-section analysis, a statement of cost and budgetary considerations, regulatory impact evaluation, recounting of relevant executive communications, and a letter from the National Aeronautics and Space Administration. (JB)

ED 382 606 SP 035 969

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *College Students; Computer Attitudes; *Cross Cultural Studies; *Cultural Differences; Factor Analysis; Foreign Countries; Higher Education; Likert Scales; Persistence; *Test Reliability; Test Use; Test Validity; Translation
IDENTIFIERS- *Computer Attitudes Scale; *South Korea

The reliability and factorial validity of the Computer Attitudes Scale (CAS) was assessed with college students in South Korea. The CAS was developed for use with high school students, but has been used in higher education in the United States. It is a Likert-type scale of 30 positive and negative statements about the use of computers, and is one of the most extensively used and tested computer attitude scales. Subjects were 182 female and 121 male Korean college students who completed a Korean translation of the instrument. Reliability coefficients of the three subscales and the total score were high, indicating that the scale is stable enough to be used and reliable in measuring attitudes toward computers. Results from factor analyses imply that the CAS measures more various traits in Korean culture than in the United States. Korean students had more negative attitudes overall about computers than did students in the United States, and these may distinguish beyond the three previously identified factors of computer dislike, anxiety, and confidence. In addition, Korean students demonstrate more persistence in learning overall. Further research is needed to investigate causes of Korean students' differentiated feelings about computers. (Contains 36 references.) (SLD)

ED 382 625 TM 022 993

Thompson, Sharon; Iran-Nejad, Asghar
Altering Cultural Bias through Authentic Cultural Simulation.
PUB DATE- Nov 94
NOTE- 35p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Bias; Camping; *Cultural Differences; Day Camp Programs; *Elementary School Students; Elementary Secondary Education; Females; Foreign Countries; *High School Students; Knowledge Level; *Simulation; Teaching Methods
IDENTIFIERS- *Authenticity; Mexico

There is much research suggesting that cultural biases or attitudes are difficult to change. This study assumes that the reason for the difficulty is that such biases are deeply rooted in a variety of situational and individual sources that must work simultaneously for change to occur. In searching for a way to conform to this requirement, a situational authentic cultural simulation (or culture camp) was developed. Subjects in an experimental group (198 predominantly white females aged 8 through 17 at a residential camp) spent 2 days in a simulated Mexican village. Those in a control group were taught about Mexican culture using traditional teaching methodology, including hands-on experiences. Both groups showed a similar increase in their knowledge of Mexican village culture, but only the experimental group showed a significant reduction in cultural bias. Four tables and four figures present study data. (Contains 54 references.) (Author/SLD)

PUB DATE- Nov 93
NOTE- 74p.; Version of a paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Algorithms; Case Studies; *College Entrance Examinations; *Computer Assisted Testing; Computer Simulation; Higher Education; Item Banks; *Item Response Theory; Selection; *Test Construction; Test Items; Test Reliability
IDENTIFIERS- Calibration; *Graduate Record Examinations; Paper and Pencil Tests; Scholastic Aptitude Test; Three Parameter Model

The extensive computer simulation work done in developing the computer adaptive versions of the Graduate Record Examinations (GRE) Board General Test and the College Board Admissions Testing Program (ATP) Scholastic Aptitude Test (SAT) is described in this report. Both the GRE General and SAT computer adaptive tests (CATs), which are fixed length in nature, were developed from pools of items that were calibrated using the three-parameter item response theory model, and item selection was based on the recently developed weighted deviations algorithm (see Swanson and Stocking, 1992), which simultaneously deals with content, statistical, and other constraints in the item selection process. For the GRE General CATs (Verbal, Quantitative, and Analytical), item exposure was controlled by using an extension of an approach originally developed by Sympson and Hetter (1988). For the SAT CATs (Verbal and Mathematical), item exposure was controlled by using a less complex randomization approach. Lengths of the CATs were determined so that CAT reliabilities matched or exceeded comparable full length paper-and-pencil test reliabilities. Eight figures and 23 tables illustrate the analysis. (Contains 21 references.) (Author/SLD)

ED 382 647 TM 023 081

Thomas, Neal
The E-Step of the MGROUP EM Algorithm. Program Statistics Research Technical Report No. 93-37.
PUB DATE- Nov 93
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algorithms; Elementary Secondary Education; *Estimation (Mathematics); Evaluation Methods; *Item Response Theory; Models; *Statistical Distributions
IDENTIFIERS- Asymptotic Distributions; *EM Algorithm; *National Assessment of Educational Progress

Mislevy (1984, 1985) introduced an EM algorithm for estimating the parameters of a latent distribution model that is used extensively by the National Assessment of Educational Progress. Second order asymptotic corrections are derived and applied along with more common first order asymptotic corrections to approximate the expectations required by the E-step of the EM algorithm. These corrections produce much more accurate approximations than those produced by two different normal approximations. The asymptotic corrections are applicable in high dimensional models. The number of function evaluations required by these methods grows linearly as dimension

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Algebra; Comparative Analysis; *Computer Assisted Testing; Educational Assessment; Models; Prediction; *Scoring; Secondary Education; Test Construction; Test Format; Test Items; Test Length; *Test Validity
IDENTIFIERS- *Hierarchical Models; *Testlets

The initial development of a testlet-based algebra test was previously reported (Wainer and Lewis, 1990). This account provides the details of this excursion into the use of hierarchical testlets and validity-based scoring. A pretest of two 15-item hierarchical testlets was carried out in which examinees' performance on a 4-item subset of each testlet was used to predict performance on the entire testlet. Four models for constructing hierarchies were considered. These presentation hierarchies were compared with one another and with an optimally chosen set of four linearly administered items. The comparison was carried out using both the root mean square error and the conditional posterior variance as the criterion. It was found on cross validation that although an adaptive test is everywhere superior to a fixed format test, this superiority is crucially dependent on the quality of the items. When items vary considerably in quality a fixed format test, which uses the best items, can do almost as well as an adaptive test of equal length. Eleven figures and three tables present analysis results. An appendix presents some test items. (Contains 16 references.) (Author/SLD)

ED 382 670 TM 023 108

Burstein, Leigh
Performance-Based Assessment for Accountability Purposes: Taking the Plunge and Assessing the Consequences.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 94
NOTE- 15p.; A version of a paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Costs; *Educational Assessment; Educational Change; Educational Planning; *Multiple Choice Tests; Psychometrics; *Standardized Tests; Test Construction; *Testing Problems; Test Items; *Test Use
IDENTIFIERS- Alternative Assessment; Large Scale Programs; *Performance Based Evaluation

Issues in alternative assessment for accountability purposes are discussed. Most new forms of performance assessment are linked in the literature, but all alternative forms of assessment do not have the same attributes in terms of technical and feasibility criteria. Tradeoffs in the validity of inferences that can be drawn from alternative assessments and typical multiple-choice assessments must be assessed in light of the costs of performance assessment. There are problems to solve before implementing performance assessment including a host of technical and practical problems in terms of its use in large-scale assessment. Curriculum forces and the educational policy community are committed to shifting from assessment solely through multiple-choice to assessments that represent more important knowledge and skills closer to the attributes of and between Hispanic origin and Caucasian origin examples, but the differences were all less than one omit on average on the mathematics test. Controlling for potential achievement level differences between ethnic groups by using covariates resulted in only a minimal reduction in omitting tendencies between the groups, suggesting that this is not the explanation for differences between ethnic groups. Ten tables summarize study findings. (Contains 22 references.) (SLD)

ED 382 690 UD 030 362

Nurturing Young Black Males. Programs That Work.
SPONS. AGENCY- Alcoa Foundation, Pittsburgh, Pa.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Black Culture; *Black Youth; Cooperation; Cultural Awareness; Delivery Systems; Disadvantaged Youth; Financial Support; *Males; *Program Development; Program Improvement; Social Problems; Social Services; *Urban Schools
IDENTIFIERS- African Americans; *Nurturance

This guide is designed to help funders and government and nongovernment agencies understand the types of programs with the greatest potential to improve the lives of some of American society's most disadvantaged members. Much of the material is drawn from "Nurturing Young Black Males: Challenges to Agencies, Programs, and Social Policy," edited by Ronald B. Mincy. Black boys and adolescents need experiences that insulate them from and compensate for the violent, illegal, and antisocial influences that often exist in their environment. Programs for young black males must promote development rather than deterrence, and must offer a broad array of intensive services. African American cultural awareness is an important component of successful programs. To ensure program success, categorical programs need to make more formal arrangements to integrate services. Funders must relax categorical funding guidelines and change eligibility criteria in order to serve youths without current problems. Small independent programs serving young black males should be networked for greater effectiveness. A list of nurturing programs for young black males is attached, grouped by state. National and local resource organizations are also listed. (SLD)

ED 382 691 UD 030 363

Butler, E. Dean; And Others
Strategic Planning for Urban School Reform: Design and Evaluation, 1993-94. Technical Report 941003.
PUB DATE- Oct 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Administrators; Cooperation; Educational Change; *Educational Planning; Elementary Secondary Education; Field Tests; *Partnerships in Education; Pilot Projects; *Strategic Planning; Teachers; *Training; *Urban

for research. (Contains 84 references.) (SLD)

ED 382 711 UD 030 395

King, Joyce Elaine
Culture-Centered Knowledge: Black Studies, Curriculum Transformation, and Social Action.
PUB DATE- 95
NOTE- 26p.; Chapter 16 in the "Handbook of Research on Multicultural Education," p265-90. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Blacks; *Black Studies; *Cultural Awareness; Cultural Differences; *Curriculum Development; Educational Research; Elementary Secondary Education; Higher Education; Intellectual Disciplines; *Knowledge Level; Literature Reviews; *Multicultural Education; Social Action; *Social Discrimination
IDENTIFIERS- *African Americans; Subordination

This paper is an interpretive review of selected sources in black studies, historical and literary scholarship, and research in the social sciences and multicultural education. One purpose of the review is to clarify the nature and production of culture-centered knowledge in African American intellectual thought, educational research, and practice. A second purpose is to summarize and draw conclusions from this literature regarding the uses of cultural knowledge and culture-centered knowledge in curriculum transformation and social action. The examination suggests that marginalizing historical reality or making it invisible can alienate the identity and consciousness of subordinated groups, or it can create the conditions of intellectual autonomy that are a requisite of cultural and racial democracy and human freedom. The literature suggests that the experience of subordination and liminality can give groups a perspective of reality that can increase the possibilities of human autonomy. Curriculum transformation can be linked with social change to bring about a vision of black studies as a world for all people. (Contains 268 references.) (SLD)

ED 382 712 UD 030 396

Fuchs, Lawrence H.
The American Civic Culture and an Inclusivist Immigration Policy.
PUB DATE- 95
NOTE- 17p.; Chapter 17 in the "Handbook of Research on Multicultural Education," p293-309. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Civics; Civil Rights; *Cultural Pluralism; *Culture; Democracy; *Ethnic Groups; *Immigrants; Immigration; Minority Groups; Multicultural Education; *Public Policy; Racial Differences; *Social Discrimination; United States History
IDENTIFIERS- Naturalization Programs

The evolution of an inclusivist immigration and naturalization policy in the United States is described. The policy, implicit in the founding myth of the United States as a haven for all, has been challenged repeatedly by ideas of national membership, and is only possible because of the American principles of universal rights. The founding ideals of the country generally accepted Europeans regardless of nationality in spite of the restrictions imposed in a few of the fledgling states. This inclusivist tradition was, however, never intended for people

Multicultural Education," p647-59. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bias; Context Effect; Counseling; *Cultural Pluralism; Elementary Secondary Education; Experience; Helping Relationship; Literature Reviews; *Mental Health; *Minority Groups; Multicultural Education; Psychiatric Services; Psychological Services; *Theories; *Therapy
IDENTIFIERS- *Multicultural Counseling

The purpose of this paper is to begin the process of proposing a theory of multicultural counseling and therapy (MCT). Since such an attempt may be culturally biased in itself, an effort is made to minimize this danger by analyzing the weaknesses and culture- bound biases of traditional mental health practices, by reviewing the literature associated with factors identified as important in MCT and minority mental health, and by identifying guidelines or characteristics of a truly multicultural theory. Basic assumptions in a theory of MCT begin with the assumption that MCT is a metatheory of counseling and psychotherapy, one that recognizes that both counselor and client identities are embedded in multiple levels of experience and context. Cultural identity development is a major determinant of both counselor and client attitudes, which are also influenced by the dominant and subordinate relationships among groups. MCT is most likely enhanced when modalities and goals are consistent with the life experiences and cultural values of the client. MCT also stresses the importance of multiple helping roles of culturally different groups. MCT counselor competence involves the continual development of cultural sensitivities. (Contains 118 references.) (SLD)

ED 382 733 UD 030 417

Bennett, Christine I.
Research on Racial Issues in American Higher Education.
PUB DATE- 95
NOTE- 20p.; Chapter 38 in the "Handbook of Research on Multicultural Education," p663-82. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; American Indians; Asian Americans; Black Students; Cultural Pluralism; Demography; *Educational Research; *Equal Education; *Higher Education; Hispanic Americans; Literature Reviews; *Multicultural Education; *Racial Factors; Racial Integration
IDENTIFIERS- African Americans; Hispanic American Students; Native Americans

This review of racial issues in American higher education identifies the quest for community amid diversity as the major challenges facing colleges and universities today. The literature reviewed is organized into three parts: (1) the demographics of equity and access in higher education; (2) the legacy of racism in higher education; and (3) the movement toward democratic or integrated pluralism in higher education. Each segment provides evidence from research and scholarly writing that illustrates complexities and crises that must be considered in efforts to create communities amid diversity on college campuses. Trends in undergraduate, graduate, and professional education are summarized for African Americans, Asian Americans, Hispanic Americans, and Native Americans. Racism on college campuses can be individual, institutional, or students in the school year, 84 percent of whom were black. Five percent were Hispanic American, two percent were Asian, and one percent were Native American. CROP students graduated at a much higher rate than did students in the random comparison sample. They performed at higher levels for reading, mathematics, and science, but performed less well on the state's foreign language indicator. Among participants in the two graduating classes, 54 percent were found to be continuing their educations. Recommendations are made for program improvement. Twelve figures present study data. Four appendixes provide supplementary information, including nine tables of data and a list of pertinent state laws. (SLD)

ED 382 754 UD 030 438

Butler, E. Dean; Gardner, C. Duane
Stage II Assessment of Memphis Center for Urban Partnerships. Technical Report 941101.
PUB DATE- 22 Nov 94
NOTE- 137p.; Executive summary also published separately.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Bound Students; *Cooperation; *Disadvantaged Youth; Educational Change; *Educational Planning; Elementary Secondary Education; Higher Education; High Risk Students; *Partnerships in Education; Pilot Projects; Program Evaluation; *School Business Relationship; School Districts; *Urban Schools
IDENTIFIERS- Memphis City Schools TN; *Tennessee (Memphis)

The Memphis Center for Urban Partnerships (MCUP) was formed in 1992 to provide access, resources, and opportunities so that more urban students might realize their potentials and achieve success through increased college preparedness, matriculation, retention, and graduation. The Stage II plan implemented in 1993-94 included various activities focusing on systemic urban educational change. An ecological systems approach guided evaluative data collection, analysis, and assessment. Evaluation of changes occurred at the following levels: (1) the state system of education, the school district, and the partnership network; (2) the pilot school cluster; (3) school classrooms or grade-level cohorts; and (4) interventions impacting individual students. Evaluation results at each of these levels suggest that the short-term activities of 1993-94 appear to have only limited potential for fostering systemic change. A comprehensive planning process focusing on intermediate and long-term activities is needed, along with established guidelines for collaborative relationships. Emphasis on training and resources for change agents should continue. One appendix presents a number of supporting documents, and another contains 23 tables and 4 figures. (Contains 70 references.) (SLD)

ED 382 755 UD 030 440

Montgomery, Alesia
Caring Is Not Enough: Assessing Community in High Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English

PUB DATE- Sep 93
NOTE- 304p.; For the Grades K-5 guide, see SP 035 934.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adolescents; Community Involvement; Disease Control; Educational Legislation; Guidelines; *Health Education; *Health Promotion; *Instructional Materials; Intermediate Grades; Lesson Plans; Multicultural Education; Parent Participation; Program Development; Secondary Education

The five chapters in this manual outline a Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) education program for grades 6-12. The first chapter asks why HIV education should be taught in the primary grades, discusses who should teach HIV/AIDS education, and presents facts about adolescents and AIDS. Chapter 2 furnishes: (1) questions and answers about the Bill that mandated K-12 HIV education in all Arizona public schools; (2) criteria and procedures for notification of school districts of HIV-infected students; and (3) a sample parental notification letter. Considerations for the development of a comprehensive HIV education program are presented in chapter 3. Chapter 4 supplies the suggested scope and sequence for HIV/AIDS education grades K-12. The final chapter provides sample lesson plans for grades 6-12. Seven appendices contain: (1) an age appropriate glossary of terms; (2) basic information about HIV disease for educators, common questions and answers asked by students, teaching tips, and overhead transparencies; (3) infection control guidelines in the school setting--universal precautions to prevent the spread of HIV disease and OSHA Guidelines; (4) ways to involve parents and the local community in the HIV program; (5) suggestions for teaching health education topics, including HIV, in multicultural classrooms; (6) community resources; and (7) resource materials guide--audiovisuals, books, pamphlets, and curricula. (LL)

ED 382 587 SP 035 943

Promoting Achievement in School through Sport: Three-Year Impact Study and Summary Report Covering Data from 1991-92, 1992-93, and 1993-94 School Years.
PUB DATE- Mar 95
NOTE- 11p.; For an earlier report, see ED 366 555.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Athletes; *Athletics; *Eligibility; Grade Point Average; Higher Education; High Schools; Instructional Effectiveness; *Interdisciplinary Approach; Physical Education; *Sportsmanship; Student Attitudes

This report presents data on a study of the Promoting Achievement in School through Sport (PASS) program as implemented over three years in eight different schools. The study used grade point average (GPA) as the evaluation element. PASS is a daily, year-long high school course using positive aspects of sports culture to enhance academic achievement. It stresses interdisciplinary, student-centered and project-oriented education, with a focus on student self esteem and leadership skills. PASS transcends cultural differences, and brings together the home, school, and community. Comparisons with

Munarriz, Begona; And Others

Cooperative Research: An Experience Developed between Theorists and Practitioners.

PUB DATE- 15 Apr 95

NOTE- 27p.; Paper presented at the Annual Meeting of the International Conference on Teacher Research (April 15-19, 1995). This research was supported by the University of the Basque Country.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Action Research; College School Cooperation; Curriculum Design; *Educational Research; Elementary Education; Foreign Countries; Higher Education; Preservice Teacher Education; Research Design; Second Language Learning; *Student Teachers

IDENTIFIERS- Reform Efforts; *Spain (Basque Provinces); *Teacher Researchers

This project brought together educational theorists and practitioners in Spain to create a model of teacher training based on research by trainees into their own practice and to create a curriculum of Spanish language adapted to the students of the location where it was developed. The project was undertaken in the context of educational policy reforms which called for cooperation among education professionals and for teachers to make their own curricula adapted to their own schools with the general curriculum as a guide. The project took four stages each of which required a dynamic process in which the four moments of planning, action, observation, and reflection occurred in a spiral pattern. Specific components included weekly meetings of all members and putting plans into practice. Data collection included tape recording of the sessions of seminars, records of seminars, working documents, participant observation of classrooms, video recording, and partial reports. The process made possible a joint reflection on the questions and hypotheses arising from the dynamics of the members' interaction. Among the conclusions were: (1) setting into practice the model of action research creates a new perspective on the approach itself; (2) theorists had the chance to acquire practical competence without disturbing class life; and (3) working on a specific project served as a model for generalization to other levels. (JB)

ED 382 607 SP 035 970

Bedell, Jacqueline

Perceptions of the Preparation of Pre-Service Teachers in the Use of Media and Technology.

PUB DATE- 94

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Attitudes; *Beginning Teachers; Computer Software Evaluation; Computer Software Selection; Computer Uses in Education; *Educational Media; *Educational Technology; Elementary Secondary Education; Higher Education; Institutional Characteristics; *Media Specialists; Preservice Teacher Education; *Principals; School Size; Teacher Competencies

IDENTIFIERS- Georgia; *Preservice Teachers

This study investigated how school principals and media specialists in elementary and secondary schools perceive the

ED 382 626 TM 022 994

Iran-Nejad, Asghar
Thematic Organizers as a Tool for Teaching from a Wholetheme Perspective.
PUB DATE- Nov 94
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Psychology; Higher Education; *Intuition; Knowledge Level; *Learning; *Organization; Pilot Projects; *Teaching Methods; Transfer of Training; Undergraduate Students
IDENTIFIERS- *Thematic Organizers; *Wholetheme Approach

Learning in the wholetheme approach is defined as reorganizing one's own intuitive knowledge base, as opposed to storing facts. This presentation discusses several thematic organizers to illustrate their role as a teaching tool in helping learners reorganize their own intuitive knowledge base. Intimately tied to the brain's ground-figure processes is the learner's intuitive knowledge base (IKB). It is possible to create thematic organizers that are particularly suitable for reaching and engaging the IKBs of learners. Two of these are discussed. The first is the wholetheme-piecemeal thematic organizer, a domain launching theme (DLT) organizer that pertains to an entire course as an indefinite source of ideas. A DLT organizer can be a tool for teaching students the role of background knowledge, transfer-appropriateness, and complex problem solving. A second DLT organizer is exemplified by a wholetheme definition of educational psychology that serves as a tool for organizing the student's own IKB into an understanding of what educational psychology is about. A pilot study in an undergraduate class has supported the use of these thematic verbal organizers. Five tables and two figures illustrate the discussion. (Contains 37 references.)

ED 382 627 TM 022 996

Calvery, Robert; And Others
A Comparison Study of the Characteristics of the Ten Best School Districts in the State of Arkansas for 1992-93.
PUB DATE- Nov 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Comparative Analysis; Educational Finance; *Educational Quality; *Elementary Secondary Education; Expenditures; Remedial Instruction; *Report Cards; School Districts; School District Size; *School Size; Scores; Socioeconomic Status; State Legislation; *Test Results
IDENTIFIERS- *Arkansas

The purpose of the study was to determine the characteristics of the 10 best school districts in Arkansas for 1992-93. State legislation (Act 688) of 1989 established an Office of Accountability within the State Department of Education that

increases, in contrast to the exponential growth with dimension of product quadrature rules which yield similar accuracy. Two figures and two tables illustrate the analysis. Six appendixes present various subroutines. (Contains 22 references.) (Author/SLD)

ED 382 648 TM 023 082

Wainer, Howard; De Veaux, Richard D.
Resizing Triathlons for Fairness.
PUB DATE- Apr 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Aquatic Sports; *Athletes; *Bicycling; Participation; *Running
IDENTIFIERS- *Fairness; *Triathlons

As currently configured, triathlons are dominated by cyclists and runners. The concept of fairness, as applied to triathlons, suggests that a cyclist, runner, and swimmer, all equally proficient, can each traverse the associated segment of the triathlon in approximately equal times. This definition of fairness is used to derive fair triathlon proportions for various total elapsed times. The equal variance argument is explored, and a plan is proposed for the Ultimate Paris-to-London Triathlon. World records for the three sports are used to produce estimated distances traversed. These alternative proportions make the three segments more equal and should encourage the participation of swimmers. While the Paris-to-London route is a bit longer than the analysis suggests, it is more appealing than the ideal that would start a little east of Paris and end a little north of London. An appendix considers statistical bias in the analysis, and one figure illustrates the discussion. (Contains 5 references.) (SLD)

ED 382 649 TM 023 083

Martinez, Michael E.; And Others
Automatic Scoring of Paper-and-Pencil Figural Responses. Research Report.
PUB DATE- Oct 90
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Automation; *Computer Assisted Testing; Educational Technology; *Multiple Choice Tests; Sciences; *Scoring; Test Construction; Test Format; *Testing; Test Items; Test Use
IDENTIFIERS- *Figural Response Items; *Large Scale Programs; National Assessment of Educational Progress

Large-scale testing is dominated by the multiple-choice question format. Widespread use of the format is due, in part, to the ease with which multiple-choice items can be scored automatically. This paper examines automatic scoring procedures for an alternative item type: figural response. Figural response items call for the completion or modification of figural material, including illustrations, diagrams, and graphs. Twenty-five science items were written in cooperation with the National Assessment of Educational Progress (NAEP) and were printed with an ink that was invisible to scanning equipment. The items were answered with pencils; response sheets were scanned, and the resulting data were processed by computer-based scoring algorithms. The paper describes the interest. The question is not whether we will have performance assessment, but rather when. The way to move to performance assessment for accountability purposes is to tackle change in stages, planning for implementation and including planning for reporting results. Performance assessment is going to be a part of the response to the new American pluralism and to the increasingly global society. (Contains 12 references.)

ED 382 671 TM 023 113

Reading/Writing and Mathematics Instruction. CIPP Planning/Evaluation Report 95-018. Focus on Program Evaluation.
PUB DATE- 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Compensatory Education; Educationally Disadvantaged; Educational Planning; Elementary Education; Federal Legislation; Inservice Teacher Education; Learning Laboratories; *Mathematics Instruction; Middle Schools; Parent Participation; Program Evaluation; *Reading Instruction; *Supplementary Education; *Writing Instruction
IDENTIFIERS- *Des Moines Public Schools IA; *Education Consolidation Improvement Act Chapter 1; Reading Recovery Projects

The Chapter 1 reading, writing, and mathematics instruction programs of the Des Moines (Iowa) public schools were evaluated for the 1993-94 school year. These programs provided supplemental instruction for about 2,968 students in 1993-94 through six components: (1) schoolwide projects; (2) the Reading Recovery Program; (3) the Reading/Writing Lab and Instruction Program; (4) the Mathematics Lab and Instruction Program; (5) a teacher in-service component; and (6) a parent involvement component. Lab and instructional programs are implemented through a site-based, shared decision-making process. Test information indicates that 73% of reading students in grades 2 through 5 made 1 year or more of growth by the end of the year. The same impact was apparent in mathematics, where the average percentile gain shown by 785 students was 4%. Students in Chapter programs also showed an increase in positive attitudes, and parents generally evaluated the programs positively. Ninety-one percent of the Reading Recovery students were discontinued, meaning they were reading at grade level. Plans for the future of these programs acknowledge budget limitations and reauthorization changes, but planners agree that reading and writing programs are the first priority. Eight graphs and 25 tables present evaluation findings. Four appendixes provide supplemental information. (SLD)

ED 382 672 TM 023 115

Greaney, Vincent; Kellaghan, Thomas
Equity Issues in Public Examinations in Developing Countries. World Bank Technical Paper Number 272. Asia Technical Series.
PUB DATE- 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Access to Education; Admission (School); Culture Fair Tests; *Developing Nations; Educational

Schools
IDENTIFIERS- Ecological Paradigm; *Memphis City Schools TN

The Memphis (Tennessee) Center for Urban Partnerships (MCUP) was formed in 1992 to provide access, resources, and opportunities so that a greater number of urban students might realize their potential and achieve success through increased college preparedness, matriculation, retention, and graduation. This document reports on the development and assessment of strategic planning as a second level activity in the pilot school cluster of a particular neighborhood in Memphis. A planning model was developed to be field tested in five schools. Training in the strategic planning process was implemented to introduce the ecological systems model used in planning, management, and assessment. Information from the four cooperating groups (university researchers, school district personnel, school principals, and school leadership teams) was analyzed to evaluate the training they received in the planning process. Major findings include: continue to use corporate trainers in future planning training; insure all constituencies are included in school improvement planning; continue to provide substitute teachers to allow for training to take place off-campus; provide summary notes of previous sessions to participants of follow-up training; and stress importance of analyzing data prior to and during training. Two tables summarize planning activities and training. (Contains 3 references.) (SLD)

ED 382 692 UD 030 364

Telford, Helen
Collaborative Leadership in Urban Schools of Melbourne.
PUB DATE- Jan 95
NOTE- 29p.; Paper presented at the International Congress of School Effectiveness and Improvement (Leeuwarden, Netherlands, January 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Causal Models; *Cooperation; Elementary Secondary Education; Foreign Countries; Human Resources; *Instructional Leadership; *Organization; Political Influences; *Professional Development; Symbolism; *Urban Schools
IDENTIFIERS- *Australia (Melbourne); School Culture

This paper examines leadership and its links to success in five urban schools in Melbourne (Australia), reflecting the view that the role of leaders and the process of leadership are significant contributing factors to the achievement of successful school improvement. The elementary and secondary schools studied offer a range of the characteristics associated with Australian urban schools. Interviews, observation, and examination of documents provided information about collaborative leadership in these schools. Collaborative elements explored were: (1) structural frame; (2) human resource frame; (3) political frame; and (4) symbolic frame. A synthesis of hypothesized causal links was developed outside the four frames to effect a distillation of causal links. Dominant factors that were apparent included the development of the educational potential of students and the professional development of teachers, as well as good organizational health and the institutionalization of vision. These four demonstrable factors that generate a collaborative culture of leadership are inextricably linked and dependent on each other. (Contains 102 references.) (SLD) of color. An exclusivist tradition fed by the xenophobia of the post-World War I era was broadened to put immigration on a racist basis in the 1920s. The civil rights revolution put a spotlight on that racism and resulted in a welcome given immigrants in the 1970s and 1980s that was fundamentally different from that of earlier years because Americans were beginning to value ethnic diversity. While social critics may claim that racism has gotten worse since the death of John F. Kennedy, a review of immigration policy does not support this contention. The principles of civic culture and voluntary pluralism, while still under attack, have gained the ascendancy. (Contains 90 references.) (SLD)

ED 382 713   UD 030 397

Olneck, Michael R.
Immigrants and Education.
PUB DATE- 95
NOTE- 18p.; Chapter 18 in the "Handbook of Research on
  Multicultural Education," p310-27. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Awareness; Disadvantaged Youth;
  Educational History; Educational Practices; *Elementary
  Secondary Education; Higher Education; *Immigrants;
  Immigration; Literature Reviews; *Multicultural Education;
  *Outcomes of Education; Social Science Research

The ways in which educators and schools in the United States have responded to the children of immigrants are explored, and the patterns, causes, and consequences of educational outcomes on immigrants are reviewed. The literature on which this paper draws is diverse, encompassing the work of historians and social scientists. Results of scholarship about immigrants and schooling reveal greater ambiguity and complexity than suggested by popular mythology. Immigrants have embraced American schools, but not as unreservedly as American myth maintains. Schools have been the places where immigrant children joined American society, but not necessarily on the terms educators preferred or with the ease that has been imagined. American schools have had to revise their practices repeatedly to accommodate immigrants, but their success has been uneven. The historical research reviewed in this paper suggests that much contemporary opposition to multicultural education is based on mistaken representations of the past. Valid representation of the past can support the claim that culturally responsive schools, rather than monocultural schools in which polyglot populations were to be homogenized, are the most integrative. (Contains 80 references.) (SLD)

ED 382 714   UD 030 398

Lomawaima, K. Tsianina
Educating Native Americans.
PUB DATE- 95
NOTE- 17p.; Chapter 19 in the "Handbook of Research on
  Multicultural Education," p331-47. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- American Indian Education; *American Indians;
  American Indian Studies; Boarding Schools; Cognitive Style;
  *Cultural Differences; *Curriculum Development; Dropouts;
  *Elementary Secondary Education; Ethnic Groups; Federal Indian

cultural. Several studies are reviewed that attempt to combat racism at these levels and that attempt to establish a goal of integrated pluralism. An agenda is mapped for further research. Linguistically and culturally diverse approaches to understanding cognition, measuring knowledge and skills, predicting college potential, and being in tune with student needs are required. (Contains 118 references.) (SLD)

ED 382 734 UD 030 418

Nakanishi, Don T.
Asian Pacific Americans and Colleges and Universities.
PUB DATE- 95
NOTE- 13p.; Chapter 39 in the "Handbook of Research on Multicultural Education," p683-95. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Asian Americans; *College Admission; College Bound Students; *College Faculty; *Cultural Differences; Demography; Educational Trends; Enrollment; Ethnic Groups; *Higher Education; *Pacific Americans; Trend Analysis
IDENTIFIERS- *Model Minority Groups

Research on several major interrelated dimensions of the Asian Pacific American higher educational experience is reviewed. The interrelated dimensions are (1) the impact of major demographic trends among the Asian Pacific population on its college-going sector; (2) the issues of Asian Pacific American faculty and administrative representation in higher educational institutions; and (3) the Asian Pacific American admissions quotas controversy of the 1980s and early 1990s. Asian Pacific Americans are the fastest growing minority in the United States, but it is a mistake to see them as a monolithic group. Asian Pacific Americans are an extremely heterogeneous population with an ethnic diversity clearly available at the nation's colleges and universities, where enrollment is increasing rapidly. There is a substantial decline in the numbers of Asian Pacific American college faculty members as one moves up the academic pyramid, and the diversity of Asian Pacific American populations is not well represented. The controversy that surrounds the increasing enrollment of Asian Pacific Americans, especially at the country's most prestigious schools, and the continuing claims of ethnic discrimination make rigorous scholarship on the Asian Pacific American population about issues of race and ethnicity, achievement, and educational experience imperative. (Contains 86 references.) (SLD)

ED 382 735 UD 030 419

Hu-DeHart, Evelyn
Ethnic Studies in U.S. Higher Education: History, Development, and Goals.
PUB DATE- 95
NOTE- 12p.; Chapter 40 in the "Handbook of Research on Multicultural Education," p696-707. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Pluralism; Curriculum; Educational Change; *Educational History; Educational Objectives; Ethnic Groups; *Ethnic Studies; *Higher Education; Intellectual Disciplines; Minority Groups; *Multicultural Education; Political Influences; Program Development; Public Schools

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Community Psychology; *Community Relations; *Educational Environment; Ethnic Groups; High Schools; *High School Students; Institutional Characteristics; *Interpersonal Relationship; Private Schools; Public Schools; School Personnel; *Secondary School Teachers; Urban Schools
IDENTIFIERS- *Focus Groups

This paper described the preliminary results from the first phase of an exploratory study that seeks to define and understand sense of community on high school campuses. Three teacher focus groups, one administrator focus group, and one student focus group were held, ranging in size from five to nine participants. Participants were diverse in ethnicity and social class, representing a total of 17 public and private high schools. Ethnographic observations at additional schools were added as the study progressed. To date, focus groups suggest that shared beliefs and interests, warm interpersonal relationships, democratic and participatory functional relationships, and the incorporation of diversity are critical dimensions of school community. Discussions with students and staff also indicate that nonteaching staff, such as custodians or security guards, may play significant roles in the school community. In general, public school staff felt relatively powerless to improve the campus environment, but students thought that much could be done to improve the level of community on campus. The difficulties brought about by the lack of community outside the school were noted by participants. (Contains 24 references.) (SLD)

ED 382 756 UD 030 441

Dropouts and Late Completers.
PUB DATE- Mar 95
NOTE- 4p.; Information extracted from "The Condition of Education, 1994," the National Center for Education Statistics.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; American Indians; Asian Americans; Black Students; *Dropouts; Educational Trends; Ethnic Groups; Grade 8; *High School Graduates; Hispanic Americans; Minority Groups; *Out of School Youth; Secondary Education; *Urban Schools; White Students
IDENTIFIERS- High School and Beyond (NCES); National Education Longitudinal Study 1988

Information about school dropouts and those who complete their high school educations late is summarized in a table and two graphs using information from the High School and Beyond Survey and the National Education Longitudinal Study of 1988. In 1990, 7 percent of the eighth-grade class of 1988 were dropouts; they were not enrolled in school and had not finished high school. In 1992, 12 percent were dropouts. Eighty-four percent of the sophomore class of 1980 completed high school on time (by 1982), and about two-thirds of the remaining 16 percent (10 percent) completed high school over the next 10 years, the vast majority within the first 4 years. The final completion rate as of 1992 was 93.7 percent. Among the sophomores of 1980, Whites and Asian Americans were more likely to complete high school on time than were Blacks, Hispanic Americans, or American Indians. In 1992, American Indians, the group with the highest dropout rate, dropped out at a rate of over 25 percent. In 1992, the control group students show that participating student athletes were more likely to show improved grades, and were also more likely to retain or regain academic eligibility for sports participation. These findings are seen as evidence that conscientious sports education can have a positive impact on general academic performance for student athletes. Twelve charts, which make up the bulk of the report, display data on demographics, class makeup by grade level, ethnic composition, gender, increased GPA, grades that did not change, decreased GPA, average increase/decrease in GPA per student, percentage of students who regained academic eligibility, and percentage of students who lost academic eligibility. (PB)

ED 382 588 SP 035 945

Burckes-Miller, Mardie E.
Creative Approaches to Health Education in Higher Education: Wellness Management Option.
PUB DATE- 20 Apr 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advanced Courses; Bachelors Degrees; *Business Administration Education; *Core Curriculum; *Curriculum Development; Educational Innovation; Elective Courses; *Health Education; *Health Promotion; Higher Education; Public Health; Required Courses; State Colleges
IDENTIFIERS- *Plymouth State College NH

Wellness Management has been designed as an option in the health education bachelors program at Plymouth State College of the University System of New Hampshire. The Wellness Management option was created because alumni and employers stated that graduates needed business skills in order to be more marketable and effective as health educators. The Wellness Management option was revised from the former Community Health option and now includes first aid, wellness skills, worksite and community health promotion, business writing, legal issues, accounting, marketing, a wellness management practicum, and a wellness management internship. Course assignments include helping to plan and implement a Wellness Fair for the campus community and writing a health promotion plan for a hypothetical company. (JDD)

ED 382 589 SP 035 947

Devine, Marion
Health Education: What Do Young People Want To Know? Interchange, No. 31.
PUB DATE- Jan 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Age Differences; Drug Education; *Educational Needs; Elementary School Students; Elementary Secondary Education; Foreign Countries; *Health Education; Health Personnel; *Needs Assessment; Nutrition; *Parent Attitudes; Secondary School Students; Sex Education; Smoking; *Student Attitudes; Student Needs; *Teacher Attitudes
IDENTIFIERS- *Scotland

This report summarizes what Scottish pupils between the ages of 8 preparation of pre-service teachers regarding media and technology and specific skills that should be required of beginning teachers. A survey instrument was administered to 83 principals and 83 media specialists employed at schools in Georgia. Principals and media specialists were not selected from the same building. Responses were received from 55 principals and 53 media specialists. Findings indicated that both groups felt that beginning teachers should be able to demonstrate skills in media and technology and that emphasis should be placed on computer literacy and the ability to operate and use computer software programs in the classroom. Responses by principals employed in small school systems indicated that less emphasis be placed on demonstration of production skills using technology. Close analysis of the media specialists' responses found that small school system specialists felt that the operation of a camcorder was more important than to those in middle or large sized systems. In addition, both groups felt that ability to select, use, and integrate appropriate instructional software in the curriculum was an important skill for beginning teachers to demonstrate. (Contains 18 references.) (JB)

ED 382 608   SP 035 971

Dolbec, Andre; Savoie-Zajc, Lorraine
Problems Emerging from the Practicing of Action Research in Graduate Programs in Education.
PUB DATE- 13 Apr 95
NOTE- 7p.; Paper presented at the Annual Meeting of the International Conference on Teacher Research (Davis, CA, April 13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Action Research; College School Cooperation; Educational Change; *Educational Research; Elementary Secondary Education; *Faculty Development; Graduate Students; Graduate Study; Higher Education; Research Design; Teacher Role; *Teachers; Universities
IDENTIFIERS- Collaborative Research; Researcher Role; Teacher Researchers

This paper presents a summary of four research projects implemented by teachers who are graduate students and underlines paradoxes faced by each on how to grapple with the difficulty of reconciling the top-down change approach that their university program trains them in with the bottom-up approach called action research. The tensions created by the paradoxes experienced generate important questions dealing with the teaching of action/collaborative research in a university context. Questions advanced in the paper include: (1) What is the teacher researcher goal: to change himself/herself or to change the environment? (2) How are change agents trained through research? (3) How does one account for collaborative work done in the school setting when it is time to grant a degree; (4) Who plans the research and designs it with the student-teacher-researcher when it is collaborative: the university research committee or the action research team? (5) Is there a more appropriate research methodology when working with teachers as graduate students; (6) What type of research is more appropriate for teachers who want to become change agents, and can research be a change strategy? (7) Do teachers have to go to university to learn action research or can it be would provide, among other things, an annual school report card. The school report card assesses the performance of schools/school districts serving students in grades K-12 inclusive, with comparable characteristics such as: (1) socio-economic characteristics; (2) size of districts; (3) test scores on nationally normed tests; (4) number of students taking remedial courses in high school and college; and (5) per pupil expenditure on administrative, athletic, and gifted and talented programs. A general linear model was used for the comparison. Data support the conclusion that, in Arkansas, the ideal school district size is probably larger than 799 and less than 8,999. Medium-sized schools did the most effective job in promoting learning with the least risk of dropouts or nonattendance. Seven tables present analysis results. (Contains 4 references.) (SLD)

ED 382 628 TM 023 003

Greenberg, Katherine H.; And Others
University/School Partnerships in Research and Service: The Cognitive Enrichment Network National Follow through Educational Model (COGNET).
PUB DATE- Nov 94
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 8-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College School Cooperation; Disadvantaged Youth; Elementary Secondary Education; Higher Education; *High Risk Students; Low Achievement; Models; Networks; *Parent Participation; *Partnerships in Education; *Thinking Skills
IDENTIFIERS- *Cognitive Enrichment Network; Mediated Learning Experience

The Cognitive Enrichment Network Educational Program (COGNET) establishes a framework through which teaching staff, parents, and others work together to help at-risk children succeed in school and become effective, independent life-long learners. The model can be used for at-risk and underachieving students aged 4 through 12 in regular and special education. The COGNET program is based in Fueuerstein's theory of mediated learning experience and builds on the belief that children learn how to learn in a social context involving mediated learning experiences. COGNET aims to: (1) provide insight into 10 building blocks of thinking and 8 tools of independent learning; (2) create an atmosphere in which all children are expected to learn and are respected; (3) engender a love for active learning; and (4) develop a network to enable parents, educators, health providers, and social workers to give one another mutual support. Since 1988 numerous studies have provided evidence concerning the positive impact of COGNET on academic achievement and parent involvement. Twelve figures and three tables present achievement data. (Contains 13 references.) (SLD)

ED 382 629 TM 023 014

Reynolds-Hawkins, Mary Ruth; Fortune, Jimmie C.
Affirming the Pilot Study's Value in Responsive Classroom Research.

technology that led to successful pilot scoring of 7 items for 10 subjects. Implications of this technology for the future of large-scale testing are discussed. Three tables and two figures illustrate the discussion. (Contains 10 references.) (Author/SLD)

ED 382 650 TM 023 084

Longford, Nicholas T.
Models for Scoring Missing Responses to Multiple-Choice Items. Program Statistics Research Technical Report No. 94-1.
PUB DATE- Mar 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Algorithms; Classification; Coding; *Models; Motivation; *Multiple Choice Tests; *Scoring; *Test Construction; Test Items
IDENTIFIERS- *Missing Data; *National Assessment of Educational Progress

This study is a critical evaluation of the roles for coding and scoring of missing responses to multiple-choice items in educational tests. The focus is on tests in which the test-takers have little or no motivation; in such tests omitting and not reaching (as classified by the currently adopted operational rules) is quite frequent. Data from the 1991 National Assessment of Educational Progress (NAEP) Reading Assessment of 17-year-olds are used in analyses and illustrative examples. Alternative rules for scoring based on hypothesized behavior of the test-takers are proposed. The approach for incorporation of information about missing responses relies on a model relating knowledge categories (know or does not know) to the response categories (correct, incorrect, omitted, not reached, multiple). A computational algorithm is described that requires no new technology to be developed. Two tables and two figures describe the scoring approach. (Contains 2 references.) (Author/SLD)

ED 382 651 TM 023 085

Marco, Gary L.; And Others
Trends in SAT Content and Statistical Characteristics and Their Relationship to SAT Predictive Validity.
PUB DATE- Aug 90
NOTE- 276p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change; *College Entrance Examinations; Correlation; *Educational Trends; Grades (Scholastic); Higher Education; *Predictive Validity; *Scores; Statistical Distributions; Test Content; Test Format; *Test Results; Trend Analysis
IDENTIFIERS- College Entrance Examination Board; *Scholastic Aptitude Test

Data from the College Board Validity Study Service show that the average multiple correlation of the Scholastic Aptitude Test (SAT) with college grades peaked in 1974 and then tended to decline. Data from other sources also estimate a small average decline from 1974 to 1985. This study documented changes in the SAT and related these changes to trends in the predictive validity of the SAT, focusing on changes in test format, content specifications, statistical characteristics of the test, and equating procedures associated with SAT test forms

Policy; Educational Practices; Elementary Secondary Education; *Equal Education; Ethnic Groups; Foreign Countries; Language Proficiency; *National Competency Tests; Public Schools; Scoring; Sex Differences; *Standardized Tests; Student Placement; *Testing Problems; Test Use
IDENTIFIERS- *High Stakes Tests

Public examinations in developing countries play a critical role in the selection of students for participation in the educational system. The examinations tend to be highly academic, bearing little reference to the everyday lives of students, limited to paper-and-pencil tests, and geared toward discriminating among high achieving students. Because of the high stakes attached to examination performance, teachers teach to the examination with the result that inadequate opportunities to acquire relevant knowledge and skills are provided for students who will leave school at an early stage. Practices associated with examinations that may create inequities for some students include: (1) scoring practices; (2) the uses of culturally inappropriate questions; (3) the requirement that candidates pay fees; (4) private tutoring; (5) examination in a language with which students are not familiar; and (6) a variety of types of educational malpractice. The use of quota systems to deal with differences in performance associated with location, ethnicity, or language-group membership also creates inequalities for some students. The available evidence does not indicate that examinations create inequities between genders. Ranking schools on the basis of students' examination performance may not provide a fair assessment of the work of schools. (Contains 85 references.) (SLD)

ED 382 673 TM 023 117

Dangler, Sue A.
Intervention and Remediation Strategies for the Ohio Ninth Grade Proficiency Tests: Implementation and Perceived Success in Northwest Ohio Secondary Schools.
PUB DATE- 23 Jun 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Administrators; Grade 9; High Schools; *High School Students; Incentives; Inservice Teacher Education; Intervention; *Remedial Instruction; Standardized Tests; State Programs; Surveys; *Test Coaching; *Testing Programs; Test Wiseness; Tutoring
IDENTIFIERS- *Ninth Grade Proficiency Test; Ohio; *Strategy Choice

A survey was completed by 30 administrators in Northwest Ohio who were in charge of the administration and remediation for the Ohio Ninth Grade Proficiency Tests for their respective schools. On a scale of 0 to 5 (0 signifying not at all and 5 signifying great extent), the respondents were asked to rate 20 different intervention and remediation strategies regarding test preparation practices for the proficiency tests. The survey was divided into two identical parts: the first section addressed actual implementation of the specific strategies, and the second section addressed perceived importance to the success of the students. Group tutoring was found to be the most frequently used method of test preparation, while individual tutoring was the strategy ranked highest in importance to testing success by all of those surveyed. Strategies linked to teacher in-service were perceived as important, but this importance was not necessarily linked to

ED 382 693 UD 030 368

Barth, Patte
From Crisis to Consensus. Setting Standards in Chicago.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Biology; Educational Administration; *Educational Change; Elementary School Teachers; Elementary Secondary Education; Inner City; *Outcomes of Education; Participative Decision Making; Physical Sciences; Secondary School Teachers; Social Sciences; *Standards; *Teacher Participation; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; *Standard Setting

In 1993 the Council for Basic Education assisted in the drafting of academic standards for the students of the Chicago (Illinois) Public Schools. The results of this project, the Chicago Learning Outcomes, are now the official basis for designing new curricula, citywide assessments, and professional development throughout the district. The Chicago effort was distinguished from other standard-setting movements in its open collaboration between the central office and the teachers' union and its reliance on the input of the local education councils. Discipline-based national standards provided the starting point for the Chicago standards, but the responsibility for drafting was in the hands of practicing classroom teachers. The drafting process involved 30 practicing teachers in teams corresponding to 6 subject areas. In spite of the complications of teacher contract negotiation, the standards were eventually announced in February 1994. The reality of transforming over 500 schools to meet the new standards is the ongoing effort of the Chicago schools. Sample learning outcomes standards are presented for social sciences and biological and physical sciences for grades 4, 8, and 11. (SLD)

ED 382 694 UD 030 378

Cardenas, Jose A.
Multicultural Education. A Generation of Advocacy.
PUB DATE- 95
NOTE- 556p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Advocacy; Bilingual Education; *Disadvantaged Youth; Dropouts; *Educational Change; Educational History; Educationally Disadvantaged; Educational Technology; Elementary Secondary Education; Grade Repetition; *Minority Groups; *Multicultural Education; Test Use; *Urban Schools

This publication is a collection of articles written by the author, sometimes in conjunction with others, over a 25-year period from 1968 to 1993. It is of historical interest in that it covers a remarkably active period in American education, one in which the educational needs of minority children began to be addressed. The anthology serves as an important reminder that minorities are still far from enjoying equal opportunities in the schools. The continuing focus of these articles demonstrates the extent to which the educationally disadvantaged remain disadvantaged today. The following

Relationship; Language Proficiency; Minority Groups; *Self Determination; Social Discrimination
IDENTIFIERS- Language Minorities; *Native Americans

The educational edifice constructed largely by non-Indians to educate American Indians is described, and the responses of American Indians to that structure are explored. Indian movements to design and control the education of their own children are discussed. A review of contemporary research on Indian education covers the topical literature on dropouts, learning and interactional styles, curriculum development and language policy, and other aspects of the education of American Indians. European American culture has consistently sought to replace the culture of American Indians with that of the dominant culture in a conscious effort to disenfranchise Indians from their land. The boarding school experience has been a major part of such efforts. Research on Indian education, in keeping with the self-determination expressed increasingly by American Indians, is moving away from models that propose deficiencies in the child's language or cultural backgrounds, in order to try to define the strengths of American Indian cultures, to develop those strengths through education, and to foster Native American ideals. (Contains 107 references.) (SLD)

ED 382 715 UD 030 399

Lee, Carol D.; Slaughter-Defoe, Diana T.
Historical and Sociocultural Influences on African American Education.
PUB DATE- 95
NOTE- 24p.; Chapter 20 in the "Handbook of Research on Multicultural Education," p348-71. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acculturation; *Black Education; Black Students; *Cultural Background; Cultural Differences; Educational Change; *Educational History; Educational Research; Elementary Secondary Education; *Equal Education; *Multicultural Education; Political Influences; *Sociocultural Patterns
IDENTIFIERS- *African Americans

The influences of culture and political status on the schooling experiences and educational attainment of African Americans are explored. The influences of culture and political status on educational research regarding African Americans are also discussed. Traditional learning environments, including public schools, have emphasized the cultural assimilation of African Americans, rather than cultural difference or competence issues that would affirm the African American cultural heritage. Historical models of education deemed appropriate for blacks have ranged from the European classical liberal curriculum, through the industrial education model and the model of education for black self-reliance. In a more contemporary sense, any discussion of African American education within a multicultural context must use as a primary filter the implications of African American cultural knowledge, values, and language for the learning process. Policies and strategies to improve African American education and the implications for educational research are reviewed. (Contains 207 references.) (SLD)

ED 382 716 UD 030 400

Garcia, Eugene E.

IDENTIFIERS- *Political Correctness

Institutions of higher learning in the United States have hastened to create ethnic studies programs, perhaps as a sort of "fire insurance" against student activism and protests. Certainly the move toward ethnic studies has roots in the student activism of the 1960s. Such studies are particularly prominent in large public institutions, which are susceptible to public pressure. The variety of educational reforms that are gathered under the umbrella of multiculturalism includes the integration of ethnic studies into the curriculum. It also should mean that all students, and not just those of color, should be exposed to the histories and culture of Americans of non-European descent. Ethnic studies is a field in a state of flux and transition with no uniformity among any of the 700 or more mostly ethnic-specific programs and departments across the nation. The current controversy over political correctness is having a backlash effect against some ethnic studies endeavors. Most challenges to the continuation and enhancement of ethnic studies programs arise from these debates. (Contains 64 references.) (SLD)

ED 382 736 UD 030 420

Schmitz, Betty; And Others
Women's Studies and Curriculum Transformation.
PUB DATE- 95
NOTE- 21p.; Chapter 41 in the "Handbook of Research on Multicultural Education," p708-28. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Differences; *Curriculum Development; *Educational Change; *Ethnicity; *Females; Feminism; Higher Education; Lesbianism; Multicultural Education; Racial Differences; Sex Differences; *Sex Role; Teaching Methods; Theories; *Womens Studies

Womens' studies has created theories about gender and the intersections of gender, race, ethnicity, and sexuality that offer important analytical frameworks for developing multicultural curricula. This chapter reviews the progress of women's studies as a catalyst for the transformation of U.S. higher education curricula. The discussion of feminist scholarship and pedagogy centers on multicultural aspects and analyzes the effects of the development of women's studies on more inclusive frameworks of higher education. The catalyst for the formation of women's studies programs was the student unrest of the 1960s and the subsequent changes to higher education. Subfields of women's studies have emerged, concentrating on different ethnic groups and on lesbian studies. The 1970s produced serious interest in developing theory about the dynamics of feminist classrooms and the beginnings of a feminist pedagogy. These movements are beginning to transform curricula through changes in course requirements and in course content. Women's studies needs expanded institutional support, particularly at the community college, graduate, and professional levels. (Contains 352 references.) (SLD)

ED 382 737 UD 030 421

Fitzgerald, Ann K.; Lauter, Paul
Multiculturalism and Core Curricula.
PUB DATE- 95
NOTE- 18p.; Chapter 42 in the "Handbook of Research on

urban dropout rate was 13.7 percent, the rural dropout rate was 12.5 percent, and the suburban dropout rate was 9.6 percent. The dropout rate was highest in the South and lowest in the Northeast. (SLD)

ED 382 757 UD 030 442

Bowman, Barbara T.
Cultural Diversity and Academic Achievement. Urban Education Program. Urban Monograph Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 22p.; Papers presented at the Urban School Leadership Mini-Conference (Lisle, IL, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cultural Differences; Cultural Pluralism; Curriculum Development; Elementary Secondary Education; *Language Proficiency; *Literacy; Minority Groups; Models; Multicultural Education; Poverty; Teaching Methods; *Urban Schools
IDENTIFIERS- Language Minorities

Four papers on responding to diversity in the schools were presented at the North Central Regional Educational Laboratory's Urban School Leadership Mini-Conference. This document presents two, a framework for the discussions by John Attinasi and an exploration of how differences in culture and language affect academic achievement. "Academic Achievement, Culture, and Literacy" by John Attinasi asserts that it is time to take the most crucial aspect of the educator's mission, leadership in educating the children in urban schools and communities, and to renew and advance attention to their achievement in the stressful urban setting. Multiculturalism requires not only a change in curriculum, but accompanying changes in school climate and pedagogy. "Cultural Diversity and Academic Achievement" by Barbara T. Bowman discusses cultural differences in the achievement of poor and minority students. The explanation for the differences in school performance lies in the difference in life experience between groups. Recognizing these differences in assessment of children and in teaching, particularly in the early years, is essential in educating culturally and linguistically diverse students. (The first paper contains 5 references and the second lists 16.) (SLD)

ED 382 758 UD 030 443

Effect of House Committee Proposed FY95 Rescissions on Urban Public Schools.
PUB DATE- Mar 95
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Ancillary School Services; *Budgeting; Compensatory Education; Disadvantaged Youth; Educational Finance; Elementary Secondary Education; *Federal Legislation; Financial Support; Low Income Groups; Minority Groups; *Public Schools; *Retrenchment; School Districts; Surveys; *Urban Schools

A set of 23 tables without commentary summarizes the effects of the rescissions for fiscal year (FY) 1995 proposed by the House and 17 years thought they needed from health education, and compares their views with those of parents, teachers, and health professionals. All groups agreed that healthy eating and personal hygiene were major priorities for the youngest pupils. Pupils and parents also mentioned the importance of drug education for this group, but only pupils included smoking as a priority. For older elementary pupils, all groups agreed that drug education, sex education, and smoking were priorities. Older primary pupils also included human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS) in their list of priorities. Drug education, HIV/AIDS, sex education, and alcohol education topped the list for more than half of the pupils in each secondary school age group. The survey also queried health professionals about local problem areas, queried parents about who should be responsible for health education, and examined whether pupils' needs for health education were being met. The survey found that, from the pupils' point of view, there was some doubt as to whether their priority topics were being aired in homes or schools. Health teachers are encouraged to monitor the impact of their programs and use the feedback as the starting point for a more focused approach. (JDD)

ED 382 590 SP 035 948

Wong, Lily Y. S.
Learning from One Another: Motivating and Demotivating Learners in the Classroom.
PUB DATE- Nov 94
NOTE- 11p.; Paper presented at the Annual Conference of the Educational Research Association (8th, Singapore, November 24-26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; *Learning Motivation; *Peer Teaching; Reflective Teaching; Secondary School Teachers; Self Evaluation (Individuals); *Student Motivation; Teacher Attitudes; *Teacher Effectiveness; Teaching Methods
IDENTIFIERS- Singapore

Singapore primary and secondary school teachers (n=76) attending an inservice education course on motivating learners identified and described two critical lessons: one in which the teachers successfully motivated students and another in which they failed to motivate pupils. Participants recalled those critical lessons in a reflective and self-evaluative manner. Each lesson was analyzed by an assigned "critic" and discussed by the group. Analysis of the lessons revealed that primary school teachers felt that "pupil involvement" and "tuning in" were most frequently successful in motivating pupils to learn. Among secondary school teachers, "teacher being prepared," "topic relevance," and "teacher concern/awareness of needs" were contributing factors. At the primary level, commonly cited reasons for motivation failure were "teacher doing the usual" and "no tuning in." At the secondary level, the most frequently reported cause was "teacher being unprepared." Being able to motivate learning was felt to result from "knowledge of, concern, and love for children"; "teacher attributes"; "effort and preparation"; "lively lessons"; and "teacher awareness of learning needs." (JDD) done in school settings? (Author/JB)

ED 382 609 SP 035 972

Rubino, Nancy; And Others
Alternative Teacher Certification: An Avenue for Quality and Diversity in Public Education.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alternative Teacher Certification; Educational History; Educational Research; Educational Trends; Elementary Secondary Education; Higher Education; Literature Reviews; Policy Formation; Program Descriptions; *Program Design; *Public Education; Public Policy; *Statewide Planning
IDENTIFIERS- Association of Teacher Educators; *Delaware; *Diversity (Faculty)

This paper examines alternative teacher certification, its history, research and implications, recommendations and rationale, and specific recommendations for Delaware public education policy. Chapter 1 reviews the history of alternative certification beginning in the early 1980s when regional shortages of math and science teachers drove the Southern Regional Education Board to examine how teachers were being prepared through the Bush Administration's education reform movement, various state programs, national education associations' support, and other trends. Chapter 2 reviews the research on alternative certification and notes that though the trend appears to be toward increasing numbers and types of alternative programs, the data on alternative certification is still insufficient or inconclusive. Chapter 3 offers general recommendations and rationale for establishing an alternative certification process and summarizes Association of Teacher Educators proposed minimum guidelines for such programs. Chapter 4 describes in detail a proposed Alternative Certification of Educators in Delaware (ACED) program, a statewide program supervised by the Department of Public Instruction, and a cooperative endeavor among that department, each school district, institutions of higher education, and the state teachers' association. Chapter 5 looks at the implications of alternative certification for organizational and human resources development. Contains 28 references. (JB)

ED 382 610 SP 035 973

Richardson, Maurine V.; And Others
Celebrating Diversity through Northeastern Asian Children's Literature and Dramatic Productions.
PUB DATE- 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Books; *Childrens Literature; Class Activities; *Cultural Pluralism; Drama; *Dramatics; Elementary Education; Folk Culture; Foreign Countries; Higher Education; Improvisation; *Multicultural Education; Oral Interpretation; Play; *Preservice Teacher Education; Program Descriptions; Puppetry; Skits; Story Telling; Teaching Methods
IDENTIFIERS- *Asia (East); China; Japan; Korea

At the University of South Dakota, as part of a campus-wide

PUB DATE- 11 Nov 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Cooperation; *Dramatic Play; Feasibility Studies; *Kindergarten Children; *Pilot Projects; Preschool Education; Primary Education; Research Methodology; Sociocultural Patterns; *Story Telling; *Videotape Recordings
IDENTIFIERS- *Conversation; Vygotsky (Lev S)

This paper describes a pilot study emphasizing responsive research and incorporating the views of participants into recommendations for future research using classroom videotaping. The study was based on the sociocultural theory of Vygotsky (1978), which emphasizes the importance of an integrated perspective of child language and thought. Classroom play was studied as a context for studying children. Sixteen kindergartners and three adults from a child care center were participants. The process of children's story construction was explored and described in terms of collaboration among adults and children in classroom sociodramatic play. Sociodramatic play was found to be symbolic, thematic, and a valuable context for studying children. Results also demonstrated that the perspectives of children and adults differed and that collaboration included elements of assistive and distractive actions and language. The pilot study demonstrates that responsive conversations, such as focus groups, offer opportunities to resolve differing perspectives and to clarify and question meanings among individuals in classroom communities. Two tables illustrate the discussion. (Contains 18 references.) (SLD)

ED 382 630 TM 023 020

Halpin, Glennelle; And Others
Publishing Articles and Presenting Papers: Guidelines for Success.
PUB DATE- 9 Nov 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conference Papers; *Editors; Higher Education; *Information Dissemination; Professional Development; *Publications; *Scholarly Journals; *Writing for Publication

Guidelines and helpful suggestions are presented for publishing journal articles and for presenting papers at conferences. The successful author should begin by reviewing the scholarly journals published in the field to find the best fit for the proposed article. Following the rules of the journal makes acceptance more likely and extensive rewrites less likely. Communication is a vital aspect of dealing with an editor and is important in terms of dealing with acceptance or rejection. Presenting a paper at a conference begins with understanding the type and level of the conference and the style of the presentation (e.g., whether it is a presentation or discussion taken by classes graduating from high school in 1971 through 1985. Data came from November and December test forms for these years. Analyses indicated that the slight decline in SAT predictive validity was not due simply to the shortening of the SAT, nor to changes in content or statistical characteristics, nor to changes in equating methods. No patterns of change in the various indices that were reviewed were consistent with the patterns in validity. Thirty-nine tables in the text, 17 in an appendix, and 14 figures illustrate these analyses. Appendixes present SAT directions and sample questions and contain supplemental tables. (Contains 33 references.) (SLD)

ED 382 652   TM 023 086

Mislevy, Robert J.; And Others
Resolving Mixtures of Strategies in Spatial Visualization Tasks.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Jul 90
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Learning Strategies; Models; *Problem Solving; *Spatial Ability; *Test Theory; *Visualization
IDENTIFIERS- Mental Rotation; *Rule Application; Strategy Choice

The models of standard test theory, having evolved under a trait-oriented psychology, do not reflect the knowledge structures and the problem-solving strategies now seen as central to understanding performance and learning. In some applications, however, key qualitative distinctions among persons as to structures and strategies can be expressed through mixtures of test theory models, drawing upon substantive theory to delineate the components of the mixture. This approach is illustrated with response latencies to spatial visualization tasks that can be solved by mental rotation or by a nonspatial rule-based strategy. It is assumed that a subject employs the same strategy on all tasks, but the possibility of extending the approach to strategy-switching is discussed. (Contains 21 references, 8 tables, and 6 figures.) (Author)

ED 382 653   TM 023 087

Reynolds, Anne
Knowledge and Skills for the Beginning German Teacher. The Praxis Series: Professional Assessments for Beginning Teachers.
PUB DATE- Oct 93
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; Evaluation Methods; *German; Job Analysis; *Job Skills; Knowledge Level; *Language Teachers; Secondary Education; *Secondary School Teachers; Statistical Distributions; Teacher Education; *Teacher Evaluation; Test Construction
IDENTIFIERS- *Praxis II

The job analysis study described in this report was conducted to serve as one of the bases for documenting the content validity of the Praxis II Subject Assessment in German. The purpose was to describe the most important knowledge and skills domains needed by newly licensed (certified) German teachers in order to perform their jobs in a competent manner. An inventory of actual implementation. Reward incentives for students who pass the tests were not favored by the group surveyed, although they ranked these strategies higher in importance than in actual use. Four tables present survey findings. Appendixes list the Ohio counties involved and present the survey. (Contains 14 references.) (Author/SLD)

ED 382 674 TM 023 118

Creative Student Assessment: A Guide to Developing Meaningful Evaluation.
PUB DATE- 95
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Community Services; Data Collection; *Educational Assessment; Educational Objectives; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; Interviews; Literacy Education; *Portfolios (Background Materials); *Student Evaluation; *Test Construction; Testing
IDENTIFIERS- Authentic Assessment; *Manitoba

This guide discusses evaluation as an element of good literacy education and discusses the development of an evaluation plan for learner-centered adult literacy programs. The provision of good literacy practice is the goal of everyone involved in learner-centered, community-based adult literacy programs. Since the philosophy of learner-centered, community-based adult literacy programming accepts the belief that literacy is functional, it follows that the skills that have been learned and the conceptual understandings that have been developed need to be demonstrated in authentic situations. An effective evaluation plan for learner-centered adult literacy programs can be divided into three major parts: (1) the initial assessment of the learner through interviews and testing; (2) goal setting for the learner and program; and (3) on-going information gathering and recording. The use and scoring of portfolios is an aspect of the information gathering and recording process that is of particular interest. Six appendixes contain an interview guide for the initial assessment, sample materials and instruments for assessment, forms to facilitate goal setting, and samples of student portfolio and self-reflection sheets. (SLD)

ED 382 675 TM 023 122

Campbell, Todd C.
Investigating Structures Underlying Relationships When Variables Are Not the Focus: Q-Technique and Other Techniques.
PUB DATE- 22 Apr 95
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; *Factor Analysis; *Q Methodology; Research Methodology; *Responses; *Statistical Analysis; *Test Items

sections review the author's major themes: (1) Minority Education; (2) Bilingual Education; (3) Undocumented Children; (4) School Dropouts; (5) Retentions in Grade; (6) Early Childhood Education; (7) Science, Math and Technology; (8) Standardized Testing; (9) School Reform; and (10) A New Educational Paradigm. An appendix describes the Intercultural Development Research Association. (SLD)

ED 382 695 UD 030 379

Banks, James A., Ed.; Banks, Cherry A. McGee, Ed.
Handbook of Research on Multicultural Education.
PUB DATE- 95
NOTE- 908p.; The 47 chapters have been individually analyzed, see UD 030 380-426.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Access to Education; Behavioral Sciences; Constructivism (Learning); *Cultural Differences; Educational History; *Educational Research; Elementary Secondary Education; *Equal Education; *Ethnic Studies; Higher Education; Immigrants; Intellectual Disciplines; *Minority Groups; *Multicultural Education; Social Sciences

Multicultural education is a metadiscipline, a field of study designed to increase educational equity for all students. It incorporates concepts, principles, theories, and models from history, from the social and behavioral sciences, and from ethnic and women's studies in particular. This handbook assembles in one volume the major research and scholarship devoted to multicultural education that have developed since the field began to emerge in the 1960s and 1970s. The 47 chapters reflect the diverse disciplinary roots of the field and are grouped into the following parts: (1) History, Goals, Status, and Issues; (2) Research and Research Issues; (3) Knowledge Construction; (4) Ethnic Groups in Historical and Social Science Research; (5) Immigration Policy and the Education of Immigrants; (6) The Education of Ethnic Groups; (7) Language Issues; (8) Academic Achievement: Approaches, Theories, and Research; (9) Intergroup Education Approaches to School Reform; (10) Higher Education; and (11) International Perspectives on Multicultural Education. Each chapter contains references. (SLD)

ED 382 696 UD 030 380

Banks, James A.
Multicultural Education: Historical Development, Dimensions, and Practice.
PUB DATE- 95
NOTE- 22p.; Chapter 1 in the "Handbook of Research on Multicultural Education", p3-24. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Constructivism (Learning); *Cultural Differences; Educational Change; *Educational History; Educational Objectives; Educational Practices; Elementary Secondary Education; *Equal Education; Ethnic Groups; Futures (of Society); Higher Education; Literature Reviews; Minority Groups; *Multicultural Education; *Womens Studies
IDENTIFIERS- *Reform Efforts

Although there are many different approaches, statements of aims, and definitions of multicultural education, an examination of

Educating Mexican American Students: Past Treatment and Recent Developments in Theory, Research, Policy, and Practice.
PUB DATE- 95
NOTE- 16p.; Chapter 21 in the "Handbook of Research on Multicultural Education," p372-87. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Awareness; Demography; Disadvantaged Youth; Educational History; Educational Policy; *Educational Research; Elementary Secondary Education; Equal Education; Ethnic Groups; *Immigrants; *Mexican Americans; *Multicultural Education; *Stereotypes; Teacher Expectations of Students; Teaching Methods
IDENTIFIERS- *Hispanic American Students; Language Minorities

The new foundations related to the schooling initiatives targeting Mexican Americans in the United States are the focus of this paper. The issues that bring together research, theory and educational policy and practice are outlined. Within the last few decades, research and practice in culture and education have shifted from a focus on "Americanization" and educational equity to multicultural education and the culturally relevant education of children of diverse groups. Educational demographics make it clear that the students who will fill our schools in the years to come will be increasingly diverse. Research has documented some educationally effective practices for teaching Mexican American students, and the insights provided by these studies, especially in the areas of communication and the structuring of instruction, must be applied to the education of Mexican American and other language minority students. The development of English-language schools, flexible approaches, high expectations, and the elimination of stereotyping must characterize the education of Mexican American children. (Contains 106 references.) (SLD)

ED 382 717 UD 030 401

Nieto, Sonia
A History of the Education of Puerto Rican Students in U.S. Mainland Schools: "Losers," "Outsiders," or "Leaders"?
PUB DATE- 95
NOTE- 24p.; Chapter 22 in the "Handbook of Research on Multicultural Education," p388-411. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Colonialism; Cultural Background; Disadvantaged Youth; Dropouts; Educational History; Educational Research; Elementary Secondary Education; *Ethnicity; Ethnocentrism; Hispanic Americans; *Immigrants; Minority Groups; Public Policy; *Puerto Ricans; Racial Differences; *Self Determination
IDENTIFIERS- *Hispanic American Students; Language Minorities

As subjects of numerous studies and research reports since the 1930s, Puerto Ricans in U.S. mainland schools have been portrayed as problems, as losers or disadvantaged, and as potentially at risk. This chapter documents the difficult educational history of Puerto Ricans, who have been in U.S.-controlled schools even in Puerto Rico since 1898, to understand the impacts of their experiences and reasons for it, and to explore some possible solutions. Three persistent dilemmas related to the topic that must be acknowledged are the issue of appropriate ethnic labels, the inconsistency of data available about Puerto Ricans, and the dropout crisis. Three themes have characterized the Puerto Rican educational

Multicultural Education," p729-46. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Controversial Issues (Course Content); *Core Curriculum; *Cultural Pluralism; *Curriculum Development; *Educational Change; Educational Innovation; Feminism; Higher Education; Models; *Multicultural Education; Political Influences; *Required Courses; Womens Studies

Both core curriculum and multiculturalism are highly contested issues in education today. For this discussion, a relatively broad definition of core curriculum is used, ranging from core programs that require students to take one mandated course or a series of them to generalized distribution requirements more commonly put into practice as a core curriculum. Advocates of new scholarship have had at least two goals. One has been to establish new courses devoted to the primary concerns of feminist and multicultural scholarship, and the other has been concerned with transforming existing mainstream courses. Three paradigms have generally been adopted to bring about a multicultural core educational experience: (1) change in textbooks and disciplinary-based change; (2) a "diversity" requirement in the core curriculum; and (3) reconstructing Western civilization through a mandated sequence of courses. The tensions and possibilities of developing multicultural core curricula require a real commitment to change and honest debate about the political issues underlying innovations such as multiculturalism. (Contains 80 references.) (SLD)

ED 382 738 UD 030 422

Ladson-Billings, Gloria
Multicultural Teacher Education: Research, Practice, and Policy.
PUB DATE- 95
NOTE- 13p.; Chapter 43 in the "Handbook of Research on Multicultural Education," p747-59. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; *Cultural Awareness; Educational Change; Educational Policy; Educational Practices; *Educational Research; Elementary Secondary Education; Higher Education; Literature Reviews; *Multicultural Education; *Qualitative Research; Research Problems; *Teacher Education; Teaching Methods
IDENTIFIERS- Experts

The failure of major educational reform efforts to acknowledge the multicultural needs of tomorrow's teachers illustrates the marginal status that issues of multicultural education and multicultural teacher education typically receive. This paper examines the literature on multicultural teacher education. The review suggests that teacher education is problematic and that it is impossible to decontextualize multicultural teacher education from the overall problems of the field. Examining the work of previous multicultural teacher educators raises questions about the growth of the field and the quality of that growth. Current multicultural teacher education scholarship is beginning to balance the experimental and quasi-experimental research that has been prominent with a more qualitative case literature that uncovers the wisdom of practice. The increased use of autobiography, restructuring of field experiences, examination of situated and culturally specific pedagogies, and the return of the researcher to the classrooms of experts are resulting in the development of a critical multicultural

Committee on Education. A survey of 31 urban school systems, representing a total enrollment of almost 4 million students, indicates that 58.4 percent of these urban students are eligible for free or reduced-price lunches. The enrollment is 42.1 percent African American, 27.9 percent Hispanic American, and 6.0 percent Asian American. The proposed rescissions would cause the loss of $228,790,989 in Federal funds for these districts, with the loss of 3,435 teachers, and the loss of services to 537,052 children. Over 450,000 daily school lunches are threatened, and the toll in terms of loss of drug prevention services (estimated 29,531 students losing services), compensatory mathematics and reading services (over 12,000 students losing services), loss of summer job, vocational, and dropout prevention services is enormous. The average dollar loss per urban student is calculated at $60, and the increase in the funding gap between urban and other schools is estimated at 44 percent. (SLD)

ED 382 759 UD 030 444

Parents and Schools: Partners in Education. A Companion Document to "An Education of Value for At Risk Students: Possibilities for Practice."
PUB DATE- 94
NOTE- 33p.; For the companion document, see ED 366 693.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Community Characteristics; Cooperation; Cultural Differences; *Educational Change; *Educational Practices; Elementary Secondary Education; *Family Involvement; Foreign Countries; *Parent Participation; Parent Responsibility; *Partnerships in Education; Program Improvement; School Responsibility; Urban Schools

Parental involvement in the educational process is examined as one of the elements that can raise academic achievement and allow schools to achieve success. The benefits of parental involvement are outlined, from those to students, such as improved academic performance, greater student motivation, and lower dropout rates, through those to parents themselves, such as a greater sense of adequacy and self-worth, and the schools which receive a community perspective. Levels of parental involvement are considered at major levels that include the basic obligations of parents and schools, parental involvement at school and in learning activities, and parental involvement in governance and advocacy. Sometimes added to this typology are family support programs that are a developmental service for parents. Implementing and maintaining parental involvement programs requires: (1) staff consultation; (2) acknowledgment of family types; (3) recognition of the needs of single parent families; (4) acceptance of culturally diverse families; (5) assessment of community characteristics; (6) parent recruitment; (7) collaboration and communication; (8) establishing multiple entry points; and (9) program maintenance. (Contains 37 references.) (SLD)

ED 382 591 SP 035 949

Oja, Sharon Nodie; And Others
Integrating Mathematics and Science at the Middle/Junior High School Level Using Collaborative Action Research: The Voices of Teacher-Directed Change.
PUB DATE- 22 Apr 95
NOTE- 17p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; College School Cooperation; Constructivism (Learning); Curriculum Development; Educational Change; Higher Education; *Integrated Curriculum; Intermediate Grades; Junior High Schools; *Mathematics Instruction; Middle Schools; Program Development; Program Implementation; *Science Course Improvement Projects; *Science Instruction; Secondary School Teachers; *Teacher Role
IDENTIFIERS- Empowerment; *Teacher Collaboration; University of New Hampshire

Teams of teachers from four middle/junior high schools, in collaboration with faculty from the University of New Hampshire and consultants from the New Hampshire State Department of Education, implemented systemic changes in the teaching of mathematics and science. The curriculum goal was to design, adapt, implement, and evaluate hands-on, inquiry-oriented integrated mathematics and science units. Adolescents, teachers, professors, alternative assessments, national standards, and integrated curricula were wound together in a collaborative approach. This paper describes project expectations, changes brought about by the project, the project's basis in constructivist pedagogy, redefinition of participants' roles, teacher empowerment, student empowerment, conditions of change, recognition of growth and change, the community of learners, and the products of change. (Contains 17 references.) (JDD)

ED 382 592 SP 035 950

Knopp, Linda; Otuya, Ebo
Who Is Teaching America's Schoolchildren?
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Background; Educational Trends; Elementary School Teachers; Elementary Secondary Education; Employment Patterns; Ethnic Groups; *Labor Turnover; Minority Groups; Private Schools; *Profiles; Public Schools; Secondary School Teachers; Sex; *Teacher Characteristics; *Teacher Supply and Demand; *Trend Analysis

This research brief provides a profile of America's teachers, using data from the 1987-88 and 1990-91 "Schools and Staffing Survey" and from Bureau of Labor Statistics employment projections for 1992 through 2005. The research brief lists demographic characteristics of elementary and secondary teachers in public and private schools, examines proportional representation of teachers to students, explores where teachers teach and what they teach, notes the incidence of vacant celebration of diversity focused on northeastern Asia (China, Japan, Korea), undergraduate and graduate Children's Literature classes participated by locating relevant literature and presenting them dramatically. Students were divided into six small cooperative groups. Each group chose a country to focus on, located all the children's literature available from the selected country, selected one for presentation, researched background information on the country, and selected a form of dramatic presentation for the work (improvisation, reader's theater, creative drama, wide story, choral speaking, puppetry, or play). Students learned research techniques, a variety of dramatic presentations, collaboration among group members, editing and rewriting techniques, and how to find and collect cultural material and information. The document contains detailed descriptions of the method and theory of each type of presentation as well as descriptions of the actual resulting presentations which included: (1) readers theater presentation of "The Paper Crane" (Molly Bang); (2) readers theater presentation of "Seven Korean Sisters" (Hahn and Han); (3) wide story presentation of "Tikki Tikki Tembo" (A. Mosie); (4) puppetry to present "The Boy of the Three Year Nap" (Diane Snyder); and (5) a play presentation of "The Chinese Mirror" (M. Ginsburg). (Contains 16 references.) (JB)

ED 382 611 SP 035 975

Follo, Eric
Career Portfolios: Helping Beginning Teachers Help Themselves.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Employment Interviews; Higher Education; Job Applicants; *Job Application; Personnel Selection; *Portfolios (Background Materials); Preservice Teacher Education

Career portfolios can help beginning teachers land their first job and facilitate a teacher's professional growth as they develop in their career. A portfolio in this context is a collection of print, pictorial, and audio and video data that documents the candidate's experiences and training. Early in training, prospective teachers should decide on a portfolio format, begin to gather materials, and select documents with a purpose. A portfolio should illustrate the candidate as a multifaceted and creative teacher. Students must be a central feature of the portfolios with the materials portraying the candidates interacting with children in a broad spectrum of activities. Research indicates that teacher candidates with portfolio materials have a strong advantage in the job application process. They allow the candidate to display much more information about themselves than the routine application documents and credential files permit. Portfolios should include such items as videotapes of the candidate teaching, lesson plans, sample lessons, samples of student work, special events and commendations, statement of interests and aspirations, and documentation of work with children outside school. Portfolios should be well tabbed for easy retrieval and clearly labeled. Review by cooperating teachers or university supervisors will improve the product. In addition, a portfolio is never finished as it should be updated throughout a session, a display or poster session, a symposium, a training session, or a round table discussion). As with journals, there may be rules to follow in presenting a paper. Having work submitted to ERIC is a way to share the results of one's efforts with others. Other details, such as working with a coauthor and finding sources of new ideas are reviewed. A participant activity worksheet is included. (SLD)

ED 382 631 TM 023 025

Harmon, Michelle G.; And Others
Confirmatory Factor Analysis of the Gibb Experimental Test of Testwiseness.
PUB DATE- Nov 94
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Factor Structure; Higher Education; Models; Sampling; Scores; *Skills; Test Coaching; *Test Wiseness; *Undergraduate Students
IDENTIFIERS- *Confirmatory Factor Analysis; *Gibb Experimental Test of Testwiseness; LISREL Computer Program

The stability of a two-factor model recently proposed for the Gibb Experimental Test of Testwiseness was assessed, using confirmatory factor analysis. Designed to measure seven specific testwiseness skills with 10 items per skill, Gibb's test has been shown to discriminate between persons trained and untrained in selected testwiseness skills. Such a measure would have greater utility if the structure of the test were identified. Participants were 173 undergraduates. Confirmatory factor analyses were performed with LISREL 8 using total scores on the seven skills. Results indicated that the data fit the two-factor model and the simpler one-factor model. For this sample, the Gibb test could be characterized as tapping a general proficiency in testwiseness. Confirmation of the parsimonious one-factor model supports use of total scores from Gibb's test, although sampling fluctuation may be a concern. Gibb's test appears amenable to yielding a shorter form with fewer subscores or scales, which should facilitate measurement of testwiseness in future studies of training programs. Three tables present analysis results. (Contains 25 references.) (SLD)

ED 382 632 TM 023 030

Cote, Nathalie
Overcoming the Inert Knowledge Problem in Learning from Expository Text.
PUB DATE- Nov 94
NOTE- 17p.; Summary of a paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Elementary Secondary Education; *Information Retrieval; *Knowledge Level; *Learning; *Memory; *Models; *Reading Comprehension; Research Needs
IDENTIFIERS- Expository Text; *Inert Knowledge

knowledge and skills German teachers need to teach was constructed and sent to 636 teachers, 294 teacher educators, and 68 state department foreign language supervisors. Frequency distributions across background information categories, mean importance ratings by relevant subgroups, and corrections of mean importance ratings within subgroups were determined. Without qualifications, 86% of the knowledge/skills areas may be used to develop test specifications. Correlations for relevant subgroups were in the 0.90s, which suggests that there is substantial agreement among various subgroups of respondents with respect to the relative importance of the knowledge and skills. Eleven tables summarize study findings. Eight appendixes contain the job analysis inventory and supplemental information about the study methodology. (Contains 10 references.) (SLD)

ED 382 654 TM 023 088

Donoghue, John R.
Variable Screening for Cluster Analysis.
PUB DATE- May 94
NOTE- 71p.; Portions of the paper presented at the Annual Meeting of the Psychometric Society (Berkeley, CA, June 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cluster Analysis; Monte Carlo Methods
IDENTIFIERS- Kurtosis; *Screening Procedures; *Variables; Weighting (Statistical)

Inclusion of irrelevant variables in a cluster analysis adversely affects subgroup recovery. This paper examines using moment-based statistics to screen variables; only variables that pass the screening are then used in clustering. Normal mixtures are analytically shown often to possess negative kurtosis. Two related measures, "m" and coefficient of bimodality "b," are also examined. A Monte Carlo study compared the screening measures to no selection, De Soete's (1988) ultrametric weights, and the forward selection procedure of Fowlkes, Gnanadesikan, and Kettenring (1988). Screening based on kurtosis degraded recovery and is not recommended. In contrast, screening on "m" or on "b" improved recovery over both no selection and forward selection, and screening performed as well as ultrametric weights. Combining screening with ultrametric weights performed extremely well. All methods were found to be somewhat sensitive to other types of error. Screening variables appears to be a viable alternative to both ultrametric weights and forward selection. The potential advantages and disadvantaged of screening are considered. Eleven tables and six figures illustrate the analyses. An appendix provides supplemental detail. (Contains 51 references.) (Author/SLD)

ED 382 655 TM 023 089

Breyer, F. Jay; Lewis, Charles
Pass-Fail Reliability for Tests with Cut Scores: A Simplified Method.
PUB DATE- Jul 94
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; *Cutting Scores; Objective Tests; *Pass Fail Grading; *Reliability; *Research Methodology;

IDENTIFIERS- *R Technique Factor Analysis

This paper discusses alternatives to R-technique factor analysis that are applicable to counseling and psychotherapy. The traditional R-technique involves correlating columns of a data matrix. O, P, Q, S, and T techniques are discussed with particular emphasis on Q-technique. In Q-technique, people are factored across items or variables with the measure or measures being administered on one occasion. This technique clusters people based on similarities in their responses. Q-technique analysis can only be employed when the number of people being factored is small compared to the number of variables in the study. The applications and limitations of different types of Q sort methods are also presented. A case example of Q-technique factor analysis is included. Three tables present analysis results. (Contains 30 references.) (SLD)

ED 382 676 TM 023 123

Thomas, Linda A.
The Use of Second-Order Factor Analysis in Psychological Research.
PUB DATE- Apr 95
NOTE- 26p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (San Antonio, TX, April 13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *College Students; Correlation; *Factor Analysis; Factor Structure; Heuristics; Higher Education; *Psychological Studies; *Research Methodology; Student Attitudes; *Test Interpretation; Time Factors (Learning)
IDENTIFIERS- *SECONDOR Computer Program; *Second Order Effects

This paper conceptually explains higher-order factor analysis and methods for interpretation. A review of first-order factor analysis is presented that provides the foundation for the summary of second-order factor analysis. Higher order factors are derived from the correlations between the lower-level factors. An example study is provided to make the discussion concrete and to assist in understanding interpretation of higher-order factor analysis. The heuristic example involves a study of time orientation among students completing a measure of attitudes and beliefs thought related to time perspective. The computer program SECONDOR is used to identify first-order factors and second-order factors. The use of higher-order factor analysis allows researchers to examine data from different levels and perspectives. Two tables and two figures illustrate the discussion. (Contains 14 references.) (Author/SLD)

ED 382 677 TM 023 124

Mitchell, Ruth
The Promise of Performance Assessments: How To Use Backlash Constructively.
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Constructivism (Learning);

literature by specialists in the field indicates that there is a high level of consensus about its aims and goals. A major goal, as recognized by specialists in the field, is the reform of schools and other educational institutions so that students from diverse racial, ethnic, and social-class groups can experience equality. The current debate about the extent to which the histories and cultures of women and people of color should be incorporated into the study of Western civilization has complicated the search for clear disciplinary boundaries within the field. A look at the history of the multicultural education movement and the construction of knowledge about multicultural education reveals insights into the problems and promises of multicultural education today. The most important implication of a review of multicultural education research today is that it must be conceptualized and viewed broadly if it is to bring about meaningful change in education. (Contains 260 references.) (SLD)

ED 382 697 UD 030 381

Gay, Geneva
Curriculum Theory and Multicultural Education.
PUB DATE- 95
NOTE- 19p.; Chapter 2 in the "Handbook of Research on Multicultural Education," p25-43. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Concept Formation; Cultural Differences; *Cultural Pluralism; *Curriculum Development; Curriculum Research; Democracy; Educational Innovation; *Educational Theories; Educational Trends; Elementary Secondary Education; *Equal Education; Higher Education; Models; *Multicultural Education

Some of the conceptual connections between general curriculum theory and multicultural education are traced, guided by the concept model of education and curriculum theory developed by George Beauchamp. The major premise is that multicultural education is consistent with, and actually a continuation of, some trends that have long-standing precedents in the United States. Multicultural education is further asserted to be compatible with the basic egalitarian principles of democracy and valuable in translating some of the fundamental ideas of American education into practice. Reviewing the literature makes it clear that developments in multicultural education scholarship meet the general criteria of curriculum theorizing in that the key concepts and parameters of the field have been defined and models and subtheories have been developed. Multicultural education is on its way to becoming a mature curriculum theory in its own right. Educational equity and excellence for all children cannot be obtained without the incorporation of cultural pluralism in all aspects of the educational process, and this will require more exploration of the connections between curricular innovations and elements of multicultural education. (Contains 145 references.) (SLD)

ED 382 698 UD 030 382

Gollnick, Donna M.
National and State Initiatives for Multicultural Education.
PUB DATE- 95
NOTE- 21p.; Chapter 3 in the "Handbook of Research on Multicultural Education," p44-64. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

experience: (1) the legacy of colonialism; (2) the roles of racism, ethnocentrism, and linguicism; and (3) the quest for self-determination. Schools must be made more accommodating to the needs of Puerto Rican students and must acknowledge the importance of linguistic and cultural maintenance. (Contains 126 references.) (SLD)

ED 382 718 UD 030 402

Pang, Valerie Ooka
Asian Pacific American Students: A Diverse and Complex Population.
PUB DATE- 95
NOTE- 13p.; Chapter 23 in the "Handbook of Research on Multicultural Education", p412-24. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; *Asian Americans; Cognitive Style; *Cultural Differences; Elementary Secondary Education; Ethnic Groups; Higher Education; *Immigrants; Language Proficiency; Minority Groups; Needs Assessment; *Pacific Americans; Second Language Learning; Self Concept
IDENTIFIERS- Language Minorities; *Model Minority Groups

Although to many educators Asian Pacific American students seem to look and be alike and are perceived as model minority students, they actually represent many diverse cultural groups and complex communities, both recently arrived and of long standing in the United States. Difficulties that may arise between the new immigrant and U.S.-born populations having roots over 200 years in the United States mirror those that can surface among ethnic groups of vastly differing Asian backgrounds. Asian Pacific American students bring a variety of languages to schools. Their self-concepts and psychological needs vary greatly, and their academic achievement is not as uniformly excellent as is popularly supposed. Prejudice and ethnic bias affect the Asian Pacific American student as they do all minority groups. Research on educational issues such as learning and communication styles is necessary to determine the differing patterns of the various ethnic groups. Educators must discard their beliefs in the homogeneity of Asian Pacific Americans and determine the real needs of these children. (Contains 70 references.) (SLD)

ED 382 719 UD 030 403

Minami, Masahiko; Ovando, Carlos J.
Language Issues in Multicultural Contexts.
PUB DATE- 95
NOTE- 18p.; Chapter 24 in the "Handbook of Research on Multicultural Education," p427-44. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Processes; Communication (Thought Transfer); Competence; *Context Effect; *Cultural Background; Cultural Differences; Elementary Secondary Education; Ethnic Groups; Experience; Language Acquisition; *Language Patterns; Minority Groups; *Multicultural Education; Socialization; Sociocultural Patterns; *Teacher Student Relationship
IDENTIFIERS- Empowerment; Language Minorities

The traditional discussion of language issues is extended to multicultural settings by looking at how language shapes and is shaped by diverse cultural experiences. This review of existing studies shows that the acquisition of culture-specific teacher education. (Contains 152 references.) (SLD)

ED 382 739 UD 030 423

Allan, Rod; Hill, Bob
Multicultural Education in Australia: Historical Development and Current Status.
PUB DATE- 95
NOTE- 15p.; Chapter 44 in the "Handbook of Research on Multicultural Education," p763-77. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acculturation; *Cultural Differences; Curriculum Development; Economic Factors; *Educational History; Elementary Secondary Education; English (Second Language); *Ethnic Groups; Foreign Countries; History; *Immigrants; Indigenous Populations; International Studies; Minority Groups; *Multicultural Education; *Second Language Learning
IDENTIFIERS- *Australia

The historical development and current status of multicultural education in Australia are reviewed, without, however, focusing on the education of Aboriginal people. In Australia, the term multicultural education is generally understood to exclude Aborigines, a distinction in which Aboriginal educators concur as they assert the unique identity and claims of the Aboriginal populations. The discussion in this paper focuses on the educational response to the massive post-World War II immigration program and the responses to the wide range of ethnic groups contributing to Australian society in the 19th and 20th centuries. There have been three discernible responses to multicultural education in Australia: (1) a move from passive to active assimilation; (2) from immigrant education to multicultural education; and (3) recognition of the economic imperatives of education. Multicultural educational research has considered curriculum reform, antiracism, English as a Second Language, and instruction in languages other than English. Economic pragmatism seems likely to determine the research agendas of the future. (Contains 92 references.) (SLD)

ED 382 740 UD 030 424

Figueroa, Peter
Multicultural Education in the United Kingdom: Historical Development and Current Status.
PUB DATE- 95
NOTE- 23p.; Chapter 45 in the "Handbook of Research on Multicultural Education," p778-800. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attitudes; *Cultural Pluralism; Democracy; *Educational History; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Higher Education; International Studies; Literature Reviews; *Multicultural Education; Racial Discrimination; Sociocultural Patterns
IDENTIFIERS- England; *United Kingdom

This chapter provides a historical review of the development of education for a multicultural society in postwar Britain, particularly in England. It is based on existing literature but makes no claims to be comprehensive in coverage. Britain has long been culturally diverse and characterized both racism and by antiracist forces and democratic ideals. As with social issues of any significance, there is scarcely an issue of any teaching positions and difficulty in filling vacant teaching positions, and profiles teachers who leave. The paper concludes that the number of teachers has increased in recent years and is expected to continue to increase. Few male students and students of color will have teachers with similar backgrounds and characteristics in years to come. Only about one percent of all approved teaching positions were vacant in 1990-91. Positions in special education, general elementary education subjects, and mathematics were more difficult to fill than those in other subject areas. Approximately 7 percent of all public school teachers with 1 to 3 years of experience left the profession between 1990-91 and 1991-92. The paper describes three data sources and provides a list of members of the American Council on Education Board of Directors. (Contains 13 references.) (JDD)

ED 382 593   SP 035 951

Sattler, Joan L.
National Trends. AACTE Research and Information Committee Reporting Out Session.
PUB DATE- 14 Feb 95
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (47th, Washington, DC, February 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; Differences; *Educational Trends; Enrollment Trends; Faculty Development; Graphs; Higher Education; National Surveys; Preservice Teacher Education; Regional Characteristics; Resources; Schools of Education; *Teacher Education Programs; *Trend Analysis

National trends in teacher education are presented, based on 1990 to 1993 data from 497 institutions with teacher education units. Graphs illustrate the number of teacher education institutions by region; changes in enrollment, faculty, resources, and professional development from 1990 to 1993; and changes in each of these areas in each geographic region (North Central, Middle States, Western, New England, Northwest, and Southern). Trends include: (1) in 1994, compared to 1990, teacher education units in higher education in four of the six regions of the country were as well off or better off in terms of enrollment, number of faculty, and resources as measured in 1990 constant dollars; (2) the two exceptions were the teacher education units in the New England and Western regions, with declines in enrollment, faculty, and resources; and (3) faculty development diminished dramatically on a national level over the 1990 to 1993 time period. Regional trends were found to be divergent. (JDD)

ED 382 594   SP 035 952

O'Malley, John P.
Portfolio Assessment--A New Face.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Epistemology; *Evaluation Methods; Faculty Development; *Faculty Evaluation; Higher Education; *Portfolio

teacher's career. (JB)

ED 382 612 SP 035 983

Simpson, F. Morgan; And Others
Changing the Cognitive Style of Preprofessional Students.
PUB DATE- 11 Nov 94
NOTE- 26p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Cognitive Style; Cognitive Tests; *Education Majors; *Field Dependence Independence; Grades (Scholastic); Higher Education; Learning Strategies; *Preservice Teacher Education; Sex Differences
IDENTIFIERS- Group Embedded Figures Test

The cognitive styles of Education majors at a southern university were examined over a 5-year period. The Group Embedded Figures Test (GEFT) was administered to 537 students in an introductory education course. This test identifies field-dependent (FD) and field-independent (FI) learning styles. One hundred ninety-six students were retested at the conclusion of their internships. In the interim, course grades across six required undergraduate courses were compared with cognitive style. Findings indicated that students became more field-independent with time. Males tended to be more field independent than females, but females performed better academically across the six courses. Students with higher course grades generally had higher embedded figures scores in all six courses. (Contains 23 references.) (Author/PB)

ED 382 613 SP 035 984

Volkman, Bea; Iran-Nejad, Asghar
Authentic Teaching from a Wholetheme Perspective.
PUB DATE- 9 Nov 94
NOTE- 29p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cultural Pluralism; Education Majors; Elementary Education; Higher Education; *Holistic Approach; *Intuition; Methods Courses; *Preservice Teacher Education; *Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- *Preservice Teachers

This study compared outcomes from undergraduate subjects (N=21) who had attended seminars in the wholetheme instructional approach with controls (N=21) who attended a seminar on the writing process. The wholetheme approach of Asghar Iran-Nejad emphasizes thematic, nondirectional, and intuitive teaching. The study was designed to determine if subjects who attended seminars on the wholetheme approach to authentic teaching were: (1) better able to differentiate between teacher-teller and teacher-facilitator; (2) practiced more authentic teaching; (3) became more personally and generally efficacious, and (4) were more willing to address diversity in the classroom than those students who attended seminars on the writing process. Subjects completed four survey instruments, including measurements of authentic teaching and teacher efficacy as well as an open-

Students often fail to store new information in memory in a way that is accessible or useful. The information they have acquired is inert. This paper examines the inert knowledge problem in the context of learning from informational expository text. Kintsch and van Dijk (1978) have suggested a framework for understanding learning from expository text which first describes the textbase, a representation of the semantic content and organization of the text. A second aspect is the situation model, closely tied to the textbase, which represents the reader's understanding of the situation being described by the text. Reading and constructing only the textbase may leave the learner with inert knowledge. Understanding situation models and how to construct them may facilitate learning from text and is a promising direction for research. (Contains 154 references.) (SLD)

ED 382 633 TM 023 032

Whiteside, Leanne; And Others
Structural Equation Model of Adolescent Delinquency.
PUB DATE- Nov 94
NOTE- 49p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Beliefs; Causal Models; *Delinquency; Educational Theories; High Schools; *High School Students; Learning; *Parent Child Relationship; Peer Relationship; Public Schools; Religion; Social Control; *Structural Equation Models
IDENTIFIERS- LISREL Computer Program

This study of 1,093 public high school students was designed to test an integrated theoretical model of delinquency, consisting of elements of social control and social learning theories, with LISREL procedures. The model confirmed with LISREL was very similar to the hypothesized model. The hypothesized model was fitted to data on one random sample taken from the original sample and then confirmed in a separate random sample of respondents. The confirmed model showed a co-variant relationship between attachment to parents and religion, and each of these elements of bonding had a positive relationship to conventional beliefs. Conventional beliefs had an inverse relationship to differential association with delinquent peers, as well as to frequency of delinquent behavior. Modeling peer delinquent behavior increased delinquency, as did excuses for crime, and these excuses had a reciprocal relationship with perception of the rewards of delinquency. Theoretical and practice implications of the study were discussed. An appendix lists delinquency scales. (Contains 84 references, 4 tables, and 2 figures.) (Author)

ED 382 634 TM 023 063

Osborne, Francis; And Others
Evaluation of an Instrument for Measuring Multiple Intelligences.
PUB DATE- 95
NOTE- 49p.; Revised version of a paper presented at the Annual Meeting of the Kentucky Academy of Sciences (Ashland, KY, October 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Statistical Analysis; Test Construction
IDENTIFIERS- Split Half Test Reliability

A single-administration classification reliability index is described that estimates the probability of consistently classifying examinees to mastery or nonmastery states as if those examinees had been tested with two alternate forms. The procedure is applicable to any test used for classification purposes, subdividing that test into two half-tests, each with a cut score, where the sum of the two half-test cut scores is equal to the cut score for the total test. The application of this pass-fail consistency index to binary scored objective tests, nonbinary scored performance tests, and tests containing both binary and nonbinary scored questions is presented. A calculation example is provided together with look-up tables. (Contains 13 references, 9 tables, and 3 figures.) (Author)

ED 382 656 TM 023 090

Lawrence, Ida M.; Dorans, Neil J.
Optional Use of Calculators on a Mathematical Test: Effect on Item Difficulty and Score Equating.
PUB DATE- Aug 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Calculators; College Entrance Examinations; *Difficulty Level; *Equated Scores; Estimation (Mathematics); High Schools; *High School Students; *Mathematics Tests; *Scoring; Test Items
IDENTIFIERS- Anchor Tests; *Scholastic Aptitude Test

This paper describes findings from two studies involving optional use of calculators on Scholastic Aptitude Test (SAT) mathematical items. The first study looked at the effects of calculator use on estimates of item difficulty. The second study looked at the effect of calculator use on equating results from an anchor test design. Study 1, involving 46,637 students using calculators and 45,765 without calculators, looked at data on specific items that became inappropriate for a test that permits calculators because the skills measured by the item administered with a calculator are quite different when the item is administered without a calculator. Study 2, involving 1,900 high school juniors with calculators and 1,860 without, showed that, because the use of a calculator sometimes makes items easier, any equating design that utilizes an anchor test design needs to ensure that the anchor test is administered under the same conditions, i.e. with a calculator or without a calculator. A solution for making this adjustment with a special equating study is described. One figure and five tables present study findings. (Contains 9 references.) (SLD)

ED 382 657 TM 023 091

Wainer, Howard; Saka, Thomas
On the Academic Performance of Hawaii's Public School Children: I. Fourth and Eighth Grade Mathematics in 1992.
PUB DATE- Aug 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Demography; Elementary School Students; Grade 4; Grade 8; Intermediate Grades; Junior High Schools; *Mathematics;

Criterion Referenced Tests; *Curriculum Development; *Educational Assessment; Educational Change; Elementary Secondary Education; *Standards; Test Construction; *Test Use
IDENTIFIERS- *Backlashes; *Performance Based Evaluation

This is an age of backlash, as illustrated by many developments in the field of education. Backlash against performance assessment is very evident, but it must be remembered that backlash has its uses. It forces advocates to rethink, reformulate, and restate why they put so much faith in the program under attack. Events have pushed advocates to sharpen the case for the efficacy of performance assessment in educational reform. Performance assessment is defined as evaluation of educational progress that is standards or criterion referenced, and which requires direct demonstration of knowledge and skill. Educational factors that resist backlash include the recognition that performance assessment is a reform strategy intended to change curriculum and instruction as well as assessment. It also should be recognized that performance assessment is based on the constructivist theory of cognition and that it has been bolstered by the standards movement. The existence of the backlash is a testimony to effectiveness, because new assessments clearly threaten the status quo. (SLD)

ED 382 678   TM 023 217

Report Card, 1994: The State of School Systems in North Carolina.
PUB DATE- Jan 95
NOTE- 499p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Graduation Requirements; Outcomes of Education; *School Districts; Standards; State Programs; Tables (Data); Testing Programs; *Test Results
IDENTIFIERS- Educational Indicators; *North Carolina; Performance Based Evaluation

This publication is the fifth issue of "Report Card" in a series that provides information about how well North Carolina schools are serving the youth of the state. The "Report Card" presents information related primarily to the outcomes of education based on student achievement. Statewide performance results are presented along with individual reports for the 119 local school systems. The first part of the report, "1994 Student Performance Summary," presents information on elementary and middle school performance and high school performance on state tests, along with the school system's state accreditation status. The second part, "1994 Student Attendance Indicators," and the third part, "Student Outcome Indicators," provide information about a number of additional school performance measures. Information in the report is presented in terms of set standards designated as grade level for elementary and middle schools and as proficiency level for high school end-of-course test indicators. One hundred nineteen tables present data for the school systems. (SLD)

ED 382 679   TM 023 218

A Survey of Student Assessment/Evaluation in Canada.
PUB DATE- Dec 94
NOTE- 34p.
LANGUAGE- English

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Pluralism; Curriculum Development; Disabilities; *Educational Change; Elementary Secondary Education; *Equal Education; Federal Legislation; *Multicultural Education; *National Programs; Preschool Education; Standards; State Legislation; *State Programs; *Teacher Education
IDENTIFIERS- *Reform Efforts

The nature of Federal and state initiatives with respect to multicultural education is examined, and guidelines and standards for the preparation of school personnel are reviewed. Federal initiatives have focused on preschool, elementary, and secondary education, and states have generally followed the Federal lead through state grants to implement Federal policies, although some have moved beyond Federal efforts, especially in the area of curriculum development. Federal initiatives have focused mainly on working with students with disabilities and culturally diverse students to provide equal educational opportunity. A number of state initiatives have addressed making education more reflective of cultural diversity as well as providing the equal education opportunities the Federal government mandates. Some nongovernmental agencies, such as professional associations, are working to foster multicultural education through teacher education. To date, multicultural education has often been addressed through adding courses or inserting units. The next step must be the use of cultural diversity and equity as the lenses through which all educational reform is viewed. (Contains 73 references.) (SLD)

ED 382 699 UD 030 383

Banks, Cherry A. McGee
Gender and Race as Factors in Educational Leadership and Administration.
PUB DATE- 95
NOTE- 16p.; Chapter 4 in the "Handbook of Research on Multicultural Education," p65-80. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Context Effect; *Educational Administration; Elementary Secondary Education; Ethnic Groups; Females; Higher Education; *Instructional Leadership; Literature Reviews; Minority Groups; *Principals; *Racial Differences; Sex Differences; *Sex Discrimination; Social Influences; *Superintendents

The status and characteristics of women and people of color in educational leadership and administration are reviewed in order to acquaint readers with significant studies and to provide an overview of the experiences of principals and superintendents of minority status. Studies of educational leadership have tended to be rather limited in scope, focusing on one key variable rather than several variables, the intersections between them, or the entire context in which the leader works. A major theme of the paper is the relationship of social context to the underrepresentation of women and people of color in educational leadership positions. Firm explanations for this continued underrepresentation are still lacking. In terms of advanced training, degrees held, number of years in the profession, and total numbers in the pool from which administrators are drawn, there is no justification for the small numbers of women and minority educational leaders. Research is needed to explore the ways in which gender and race communicative competence and socialization patterns plays a significant role in language acquisition and the development of language skills. Research further suggests that, regardless of home environments, children can learn to internalize the expectations of home life. The empowerment of language-minority students and their parents cannot be ignored in the discussion of successful language development for language minority students. The importance of the interaction between student and teacher must be acknowledged. The teacher must perform the role of an experienced participant in the community, rather than sole authority, and must facilitate communication so that all students feel comfortable taking risks with language. Teachers must understand the relationships among linguistic, sociocultural, and cognitive processes. (Contains 161 references.) (SLD)

ED 382 720   UD 030 404

Moran, Carrol E.; Hakuta, Kenji
Bilingual Education: Broadening Research Perspectives.
PUB DATE- 95
NOTE- 180p.; Chapter 25 in the "Handbook of Research on Multicultural Education," p445-62. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Agenda Setting; *Bilingual Education; Educational History; Educational Practices; *Educational Research; Elementary Secondary Education; *Evaluation Methods; Language Proficiency; Longitudinal Studies; Models; Research Methodology; *Research Needs
IDENTIFIERS- *Language Minorities

The focus of this paper is on research in bilingual education in the United States, dealing with its history, practices, and potential. The introductory section describes a variety of models of bilingual education and establishes a foundation of terminology for those new to the field. The second section looks historically at research in the field of bilingual education, both in the development of evaluation research agenda and in basic research on bilingualism, to examine some of the forces that have influenced that research and have helped shape the present state of the field. The third section contrasts two very different approaches to studying bilingual education, the Significant Bilingual Instructional Feature Study and a longitudinal language immersion study, examining the design and methodology as well as the results and implications of these studies. The final section suggests a new way of looking at research in the field that aims to broaden the goals of bilingual education toward promoting a language-rich society and proposes an inclusive approach to research. (Contains 92 references.) (Author/SLD)

ED 382 721   UD 030 405

Darling-Hammond, Linda
Inequality and Access to Knowledge.
PUB DATE- 95
NOTE- 19p.; Chapter 26 in the "Handbook of Research on Multicultural Education," p465-83. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; Access to Information; Curriculum Development; Educational Change; *Educational Equity

importance related to the education of a multicultural society that has not been contested, as a review of the historical developments in multicultural education demonstrates. Among the many opponents of multicultural education have been antiracists who have condemned the failures of multicultural education to attack racism directly. There is no inherent conflict between the two approaches, and one of the objectives of future educational strategies should be integrating the two approaches to educational reform. (Contains 208 references.) (SLD)

ED 382 741 UD 030 425

Moodley, Kogila A.
Multicultural Education in Canada: Historical Development and Current Status.
PUB DATE- 95
NOTE- 20p.; Chapter 46 in the "Handbook of Research on Multicultural Education," p801-20. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; Democracy; *Educational History; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; Government Role; *Language Patterns; Minority Groups; *Multicultural Education; *Public Policy; State Programs
IDENTIFIERS- *Canada; Language Minorities

Canada is one of the few democratic societies that has addressed the issue of cultural and linguistic pluralism, incorporated it into its definition of national identity, and formulated it as a formal state policy of multiculturalism. Canada has always been an ethnically heterogeneous society, and the view that Canada values the cultural mosaic has always held prominence. Recognition of the potential divisiveness of issues of culture and schooling led to the shift in control of education at confederation from the national to the provincial arena to allow for the expression of differences. The main difference in multicultural policies is between an ethnocultural support-service orientation, as pursued in Ontario and Nova Scotia, and a language-based view of multicultural education as practiced in Saskatchewan, Alberta, and Manitoba. In either situation, the complexities of perpetuating different cultural traditions are evident. What minority parents most want for their children, however, is competence and not the condescending teaching of fragmented versions of their culture. (Contains 115 references.) (SLD)

ED 382 742 UD 030 426

Hoff, Gerd R.
Multicultural Education in Germany: Historical Development and Current Status.
PUB DATE- 95
NOTE- 18p.; Chapter 47 in the "Handbook of Research on Multicultural Education," p821-38. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acculturation; *Cultural Awareness; Disadvantaged Youth; Economic Factors; Elementary Secondary Education; Equal Education; *Ethnic Groups; Foreign Countries; History; *Immigrants; Minority Groups; *Multicultural Education; Native Language Instruction; *Racial Relations; War
IDENTIFIERS- *Germany

Assessment; Portfolios (Background Materials); Preservice Teacher Education; *Schools of Education; Teacher Education Programs; Teacher Educators; Theory Practice Relationship

The system whereby teacher education faculty demonstrate their professional rectitude in most colleges and universities is a record of achievement more properly called a dossier (a collection of material and evidence) rather than a portfolio (the developmental record of a career). The scholarship of teaching (one of four overlapping functions of scholarship identified by Ernest Boyer) can be captured, together with the other functions of scholarship (scholarship of discovery, of integration, and of application), in a portfolio model that frames the necessary connections between theory and praxis. The creative character of teacher learning can be captured by portfolio assessment when the portfolio is a collection of the faculty member's best work and demonstration of professional vitality and vibrancy. Research has shown that faculty members who report benefits from putting course portfolios together are those who reflect on what their objectives were, what they did to accomplish them, and how that was reflected. The portfolio assessment process relies on the Deweyan notion that transformative experience can be done by common people sharing thoughts and insights in a cooperative and critical manner. The portfolio can, with proper understanding, be the way to reveal the hidden treasure of meaning. (Contains 11 references.) (JDD)

ED 382 595 SP 035 953

Zelazek, John R., Comp.; And Others
Teacher Education Follow-Up Study, 1995.
PUB DATE- May 95
NOTE- 31p.; For 1994 study, see ED 369 766. Compiled by the Teacher Education Assessment Committee (TEAC).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- College Entrance Examinations; College Graduates; *Educational Assessment; Educational Quality; Education Majors; Elementary Secondary Education; *Employer Attitudes; Employers; *Employment; Ethnic Groups; Followup Studies; Graduate Surveys; Higher Education; Preservice Teacher Education; Schools of Education; State Universities; *Student Attitudes; Student Characteristics; Student Surveys; *Teacher Attitudes; *Teacher Education Programs
IDENTIFIERS- *Central Missouri State University

This seventh follow-up study assessed Central Missouri State University's teacher education programs by soliciting input from faculty, preservice teacher education candidates, graduates, and employers (principals). The 1995 data revealed that 59 percent of the previous year's graduating class secured full-time teaching positions in Missouri. Thirty percent of the student population in the Foundations of Education courses were male; seven percent listed cultural backgrounds other than white. Students rated their student teaching experience very high and their advice/counseling received from academic advisors lowest. Eighty-one percent of graduates (first and second year teachers) stated they would enroll in a teacher preparation program again, while 72 percent planned on teaching 5 years or more from now. Fifty-six percent of principals hiring Central's graduates felt that the teachers were strongly prepared for their current positions. During the past 5 years, regular education graduates took 10.9 semesters to complete ended questionnaire. Subjects who participated in wholetheme seminars were found to be more conversant in wholetheme terminology and concepts, and posttest measures found them significantly more likely to address diversity in the classroom. Posttest ratings of teacher efficacy were significantly higher for seminar participants, as were measures of authentic teaching. The study demonstrated that seminars with an emphasis on wholetheme teaching would foster reorganization of knowledge and encourage future teachers to examine and reflect upon their role. The research helps support the premise that seminars and supervision centered on the wholetheme approach can assist preservice teachers to create authentic learning environments, to increase personal and general confidence in their teaching, and to change beliefs about inclusive education. (Contains 22 references.) (PB)

ED 382 614 SP 035 985

Barr, Hugh
International Teaching Experience and Student Teacher Perspectives of Education.
PUB DATE- Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; Elementary Education; Exchange Programs; Foreign Countries; Foreign Students; Higher Education; *International Educational Exchange; *Practicums; *Preservice Teacher Education; *Student Exchange Programs; *Student Teacher Attitudes; *Student Teachers; Study Abroad; Travel
IDENTIFIERS- New Zealand; United States

This study evaluated the extent to which experience in the schools of another country affected the educational philosophies and attitudes of University of Waikato (New Zealand) students taking part in an international student teacher exchange program in the United States. Six student teachers were interviewed individually concerning aspects of the United States education system they most liked and disliked, how their educational perspectives had been changed, and whether or not they would recommend such programs to other students. Specific questions and excerpts from student responses are reprinted. Results found that while all subjects highly approved of their overseas experience, the process strengthened their original perceptions and philosophies rather than introduce new ones. Students generally reported a preference for the New Zealand system of education, perhaps in part due to positive reactions among American teachers to the use of whole language teaching in New Zealand. (PB)

ED 382 615 SP 035 986

Wilson, Elizabeth K.; And Others
Clinical Master Teachers: A Different Approach to Supervision.
PUB DATE- 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Cooperating Teachers; Higher

Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *College Students; Educational Assessment; Grades (Scholastic); Higher Education; Intelligence; *Intelligence Tests; *Measurement Techniques; *Prediction; *Test Use; Vocabulary Skills
IDENTIFIERS- *Multiple Intelligences; Multiple Intelligences Challenge; Self Evaluation of Seven Useful Abilities; Self Report Measures

The purpose of the present study was to assess the use of multiple intelligence assessment instruments as predictor measurements of achievement. The sample included 51 male and female students enrolled in two sections of an introductory psychology course. They were asked to complete the Multiple Intelligences Challenge (MIC) and the Self Evaluation of Seven Useful Abilities (SEVAL) instruments. Separately, the subjects also completed a timed vocabulary test. The results indicated that the seven categories on both the MIC and the SEVAL were not predictive of achievement in the classroom as determined by mid-term grades, ACT tests, or the vocabulary test. Findings suggested that Gardner's multiple intelligence abilities are either not unique or not accurately assessable by paper and pencil instruments. Appendix A contains the MIC and Appendix E presents the SEVAL instruments. (Contains 15 references and 9 tables.) (Author)

ED 382 635 TM 023 064

Thompson, Bruce
Stepwise Regression and Stepwise Discriminant Analysis Need Not Apply.
PUB DATE- 20 Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Error of Measurement; Heuristics; *Psychological Testing; *Regression (Statistics); *Research Methodology; Sampling
IDENTIFIERS- Research Replication; *Stepwise Regression

Stepwise methods are frequently employed in educational and psychological research, both to select useful subsets of variables and to evaluate the order of importance of variables. Three problems with stepwise applications are explored in some detail. First, computer packages use incorrect degrees of freedom in their stepwise computations, resulting in artifactually greater likelihood of obtaining spurious statistical significance. Second, stepwise methods do not correctly identify the best variable set of a given size, as illustrated by a concrete heuristic example. Third, stepwise methods tend to capitalize on sampling error, and thus tend to yield results that are not replicable. (Contains 22 references, 4 tables, and 1 figure.) (Author)

ED 382 636 TM 023 065

Ennis, Bob
Custodians/Security Program Evaluation.
PUB DATE- Dec 94
NOTE- 54p.
LANGUAGE- English

Mathematics Tests; *Public Schools; Scoring; State Programs; *Test Results
IDENTIFIERS- *Hawaii; International Assessment of Educational Progress; National Assessment of Educational Progress

This report describes the first of a series of research projects which will attempt to characterize the performance of Hawaii's public school system. The measure of performance was the 1992 National Assessment of Educational Progress (NAEP) mathematics examinations and their linked versions used in the 1991 International Assessment. The NAEP was selected because it is considered satisfactory with respect to content and form and because the psychometric model underlying its scoring yields a single scale that allows easy comparison. Based on the unstandardized results of the 1992 mathematics assessment, Hawaii was among the lowest performing states. Once results were standardized to reflect a single (national) demographic composition, Hawaii's rank among participating states increased only slightly. While the United States ranked near the bottom for the international assessment, Hawaii's students were ranked still lower. The report explicitly avoids any examination of the reasons for the low achievement of Hawaii's students. Eight figures illustrate the analysis. (Contains 9 references.) (SLD)

ED 382 658 TM 023 092

Zwick, Rebecca
The Effect of the Probability of Correct Response on the Variability of Measures of Differential Item Functioning. Program Statistics Research Technical Report No. 94-4.
PUB DATE- Aug 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Evaluation Methods; *Item Bias; Measurement Techniques; *Probability; Simulation; *Test Items
IDENTIFIERS- *Mantel Haenszel Procedure; Rasch Model; *Variability; Variance (Statistical)

The Mantel Haenszel (MH; 1959) approach of Holland and Thayer (1988) is a well-established method for assessing differential item functioning (DIF). The formula for the variance of the MH DIF statistic is based on work by Phillips and Holland (1987) and Robins, Breslow, and Greenland (1986). Recent simulation studies showed that the MH variances tended to be larger when items were administered to "examinees" who were randomly selected from a population than when items were administered adaptively. An analytic perspective shed some light on this puzzling result. Although the general form of the MH variance is complex and does not provide an intuitive understanding of the phenomenon, application of certain Rasch model assumptions yields a simple expression that appears to explain the difference in variances for adaptive versus nonadaptive administration. One table, two figures. (Contains 13 references.) (Author)

ED 382 659 TM 023 093

Wainer, Howard
On the Academic Achievement of New Jersey's Public School Children: I. Fourth and Eighth Grade Mathematics in 1992. Program Statistics Research Technical Report No. 94-3.
PUB DATE- May 94
NOTE- 22p.
LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; Educational Practices; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; Graduation Requirements; State Programs; Surveys; Test Construction; *Testing; Testing Programs; *Test Use
IDENTIFIERS- *Canada; Canadian Achievement Tests; Canadian Tests of Basic Skills; Educational Indicators; Exit Examinations

One of the first tasks in developing the academic achievement indicator for the Plan-Canadian Education Indicators Program was to survey each province and territory about existing student assessment and examination practices. Survey results are reported. There is considerable diversity in Canadian assessment and evaluation practices because jurisdictions base their assessment programs on their own programs of study. No common instrument is used by all the provinces. Although several jurisdictions use the Canadian Tests of Basic Skills or the Canadian Achievement Test, only Newfoundland and the Yukon mandate these assessments. All but Prince Edward Island and the Northwest Territories had some type of provincial assessment in the 1993-94 school year. Subjects usually focus on the basics, and jurisdictions usually assess two or more levels, usually on a rotating cycle. Nine jurisdictions have high school exit examinations for graduating students, but there is no common postsecondary test. Individual reports for each of 13 jurisdictions are provided. Two tables provide national summary results. (SLD)

ED 382 680 TM 023 221

Hummel, Thomas J.
Qualitative Dependent Variables in Counseling Research.
PUB DATE- Apr 95
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Counseling; *Educational Research; Estimation (Mathematics); *Qualitative Research; *School Choice; Simulation; *Statistical Significance
IDENTIFIERS- Choice Behavior; *Dependent Variables; Order Analysis

Two types of qualitative dependent variables are presented for use in counseling research: choices from an unordered set of categorical alternatives and ordered, categorical counseling outcomes. To investigate school choice behavior, the conditional logit model and analysis are introduced. The conditional logit model can include the attributes of the people who make particular choices and also the attributes of the choices themselves that make them more or less attractive. To investigate categorical counseling outcomes, a model and analytical procedure for studying ordered categories is introduced. For both choice behavior and outcomes, parameter estimates and significance tests are presented with examples based on simulated data. These parameter estimates and significance tests are viewed as preliminary to presenting the probabilities of category membership. These probabilities are presented graphically using a spreadsheet model. It is argued that these probabilities should be the primary focus of investigation, for they are the results that can most directly affect actions to be taken by counselors and clients. Six affect the recruitment, selection, and retention process for school administrators. (Contains 73 references.) (SLD)

ED 382 700 UD 030 384

Sleeter, Christine E.
An Analysis of the Critiques of Multicultural Education.
PUB DATE- 95
NOTE- 16p.; Chapter 5 in the "Handbook of Research on Multicultural Education," p81-94. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Conservatism; *Criticism; Decision Making; *Educational Change; Educational Theories; Elementary Secondary Education; Ethnic Groups; Higher Education; *Liberalism; Low Achievement; Minority Groups; *Multicultural Education; Program Development
IDENTIFIERS- *Reform Efforts

Published criticisms that have been leveled against multicultural education in the United States are reviewed, and their implications for the field's development are discussed. The majority of critics either deem multicultural education too radical, or they argue that it is too conservative. Conservative critics usually argue that multicultural education lacks intellectual rigor, is not founded on sound theory, and does not address the real causes of underachievement by minorities. Many of their criticisms seem to arise from the unease white America seems to feel about its own future. Radical opponents criticize multicultural education for embracing an individual mobility more than collective advancement and structural equality. In answering both types of criticisms, multicultural education must assert itself as a shift in decision-making power in education away from dominant groups and toward oppressed groups. Supporting theory must be strengthened, and multicultural education must be sold to the general public if it is to succeed in effecting change. (Contains 129 references.) (SLD)

ED 382 701 UD 030 385

Padilla, Amado M.; Lindholm, Kathryn J.
Quantitative Educational Research with Ethnic Minorities.
PUB DATE- 95
NOTE- 17p.; Chapter 6 in the "Handbook of Research on Multicultural Education," p97-113. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Differences; Educational Assessment; Educational History; *Educational Research; *Ethnic Groups; Language Proficiency; Measurement Techniques; *Minority Groups; Models; Multicultural Education; *Research Methodology; Sampling; Social Class; Standards; *Statistical Analysis
IDENTIFIERS- *Eurocentrism; Nomothetic Teaching Style; *Paradigm Shifts

Quantitative educational research with ethnic minorities has a long history, characterized by assumptions that are still operative, such as the assumption that the white male is the standard against which other groups should be compared. It has also been assumed that assessment instruments are applicable across all groups, and that sources of potential variance such as social class, language proficiency, or cultural orientation can be recognized but discarded. This paper challenges these

(Finance); Elementary Secondary Education; *Equal Education; *Ethnic Groups; Knowledge Level; *Minority Groups; Professional Development; *Racial Differences; School Segregation; Teaching Methods; Track System (Education)

The extent of structural inequalities of students from racial and ethnic minorities in access to knowledge and resources is explored, and some of the sources of these inequalities are discussed. Some of the consequences of these inequalities for the nature and quality of education in the United States are considered. The isolation engendered by the historical and current state of segregation and exclusion confronting minority students in the United States creates the conditions that result in systematically unequal access. This unequal access is perpetuated by funding inequities in public education. Questions of access to educational resources also arise, such as the availability of teachers, courses, curriculum materials, and equipment. Educational tracking serves to exacerbate existing discrepancies by further rationing curricular opportunities. The final section suggests a number of proposals for school finance equalization, professional teaching policies, curriculum and testing reforms, and government roles in improving access to knowledge and educational resources for all students in the United States. (Contains 72 references.) (SLD)

ED 382 722 UD 030 406

Irvine, Jacqueline Jordan; York, Darlene Eleanor
Learning Styles and Culturally Diverse Students: A Literature Review.
PUB DATE- 95
NOTE- 14p.; Chapter 27 in the "Handbook of Research on Multicultural Education," p484-97. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; American Indians; Blacks; *Cognitive Style; Cultural Background; *Cultural Differences; *Educational Research; Ethnic Groups; Hispanic Americans; *Learning Modalities; Literature Reviews; Measurement Techniques; *Personality Traits; Psychometrics
IDENTIFIERS- African Americans; *Diversity (Student)

The concept of learning styles is based on the theory that an individual responds to educational experiences with consistent behavior and performance patterns. The complexity of the construct, the psychometric problems related to its measurement, and the enigmatic relationship between culture and the teaching and learning process means that the body of research on learning styles must be interpreted and applied carefully. Analyses presented in this paper suggest that the widespread conclusions in the literature that African American, Hispanic American, and Indian students are field-dependent learners who prosper academically when taught with field-dependent teaching strategies are premature and conjectural. Research does not support the supposition that members of a particular ethnic group have the same learning style. The body of research does have implications for enhancing the academic achievement of culturally diverse students by reminding teachers to be alert to individual students' learning styles as well as their own actions and methods in reference to their students' cultural experiences and preferred learning environments. (Contains 102 references.) (SLD)

ED 382 723 UD 030 407

Multicultural education in Germany has been profoundly affected by history and the consequences and burdens of war. As Germany has always understood itself to be a monocultural country, there was initially little room for unpopular multicultural approaches to school organization and curriculum. Depending on the political orientation of state government, there have been diversified attempts to deal with educating a permanently increasing number of immigrant students. The four main approaches to children speaking a first language other than German, an ever-increasing group in Germany, have been: (1) separation in like-group schools; (2) assimilation; (3) a cooperative policy of trying to preserve mother tongue identity, literacy, and values; and (4) a United Europe policy to try to replace old nationalism with new Eurochauvinism. Multicultural education in Germany today must take into account changes in race relations in recent years, the growing numbers of immigrants and their economic situation, and nationalist movements. Teachers face a growing tide of racism and nationalism and must have political support in their efforts. (Contains 128 references.) (SLD)

ED 382 743 UD 030 427

Flaxman, Erwin, Ed.; Passow, A. Harry, Ed.
Changing Populations, Changing Schools. Ninety-fourth Yearbook of the National Society for the Study of Education. Part II.
PUB DATE- 95
NOTE- 299p.; For Part I see UD 030 428.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Compensatory Education; *Cultural Differences; Disadvantaged Youth; *Educational Change; Elementary Secondary Education; Ethnic Groups; *Immigrants; Minority Groups; *Multicultural Education; Poverty; Preschool Education; *Racial Differences; School Restructuring; Yearbooks
IDENTIFIERS- *Language Minorities; *Reform Efforts

The contributors to this yearbook attempt to explain the reasons for the poor fit between schools and poor, immigrant, linguistically different, and racial minority students. The problems that confront schools because of changing populations and increased diversity are discussed in the following chapters: (1) "The Old Problem of 'New Students': Purpose, Content, and Pedagogy" (W. Norton Grubb); (2) "Changing Students/Changing Needs" (Aaron M. Pallas, Gary Natriello, and Edward L. McDill); (3) "Nurturing Potential Talent in a Diverse Population" (A. Harry Passow); (4) "Normalizing Preschool Education: The Illusive Imperative" (Sharon L. Kagan); (5) "The Unfulfilled Mission of Federal Compensatory Education Programs" (Erwin Flaxman, Gary Burnett, and Carol Ascher); (6) "Second-Chance Programs for Youth" (Frederick Doolittle); (7) "Preparation for Work: The 'Forgotton' Student" (Erwin Flaxman and others); (8) "Curriculum Controversies in Multicultural Education" (Christine E. Sleeter); (9) "Creating Educational Opportunity for African Americans without Upsetting the Status Quo" (Robert Lowe and Harvey Kantor); (10) "Minority Schools on Purpose" (Charles L. Glenn); (11) "Families and Neighborhoods as Contexts for Education" (Jeanne Brooks-Gunn, Jill Denner, and Pam Klebanov); and (12) "The Effectiveness of Collaborative School-Linked Services" (Margaret C. Wang, Geneva D. Haertel, and Herbert J. Walberg). (SLD)

ED 382 744 UD 030 428

their degrees, up from 9.9 semesters the previous 5 years. Detailed survey data and copies of survey forms are appended. Data on students' successful and unsuccessful attempts on the College Basic Academic Subjects Examination, an admissions test for acceptance into the teacher education program at Central, are also provided. (JDD)

ED 382 596 SP 035 958

Wynne, Edward A.
Cooperation-Competition: An Instructional Strategy. Fastback 378.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Competition; *Cooperative Learning; Elementary Secondary Education; Grading; Group Activities; Higher Education; *Student Evaluation; *Student Motivation; *Teaching Methods; Teamwork

This guide presents Cooperation/Competition (C/C) as the next stage in the evolution of cooperative learning, with its unique ability to mobilize the powerful forces of intergroup and individual competition to supplement cooperative learning's teamwork. In C/C, teachers group students into homogeneous or heterogeneous learning teams, with teams competing against each other to see which can display mastery of a particular academic topic or other activity. Desired learning outcomes are reorganized so that student performance can be tested and tabulated in team and individual grades. This pamphlet explains why educators should consider combining cooperative and competitive strategies and how they use C/C to increase pupils' motivation to learn. It provides an overview of the operative principles of C/C, lists subjects treated in C/C formats, outlines strategic choices underlying C/C activities, describes planning and evaluation activities, discusses zero-sum and non-zero-sum competitions, and examines grading and motivation techniques. (JDD)

ED 382 597 SP 035 959

Nettles, Diane Hood; Petrick, Pamela Bondi
Portfolio Development for Preservice Teachers. Fastback 379.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Education Majors; Elementary Education; Evaluation Methods; Higher Education; *Portfolio Assessment; *Preservice Teacher Education; *Student Development; *Student Evaluation; Teacher Education Programs
IDENTIFIERS- *Preservice Teachers

This pamphlet describes the process of beginning to use portfolios in an elementary teacher training program. It defines the concept of portfolios and provides a rationale for their use in teacher education programs. Portfolios are suggested for use in preservice teacher education in three

Education; Master Teachers; *Preservice Teacher Education; Secondary Education; *Student Teacher Evaluation; Student Teachers; *Student Teacher Supervisors; *Student Teaching; *Teacher Attitudes

Traditionally, student teaching programs have used a triad supervision model which involves the student teacher, the school-based cooperating teacher, and the university-based supervisor. However, the professional literature recognizes deficiencies in this model. This paper describes an alternative student teacher supervision model which teams Clinical Master Teachers (CMTs) who combine the traditional roles of the cooperating teacher and the college supervisor. The experiences of three secondary social studies teachers participating in the first year of such a program are examined, and the changes these teachers made in their supervision and professional development are explored through case study methodology. Results indicated that participation in the CMT program seemed to empower and raise the confidence of the three teachers regarding supervision. Formerly, cooperating teachers saw college supervisors as "outsiders"; as CMTs they were more accessible to their interns and were able to function as team members, providing better lines of communication with interns. The CMTs felt that university resources are used more effectively in the CMT program than in the traditional triad. Contains 19 references. (PB)

ED 382 616 SP 035 987

Kushner, Remigia; Helbling, Madonna
The People Who Work There. The Report of the Catholic Elementary School Teacher Survey.
PUB DATE- 95
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Catholic Educators; Educational Finance; Educational Quality; Elementary Education; *Elementary School Teachers; Higher Education; *Lay Teachers; *Parochial Schools; Private Education; Religious Education; Social Problems; Surveys; *Teacher Attitudes; Teacher Participation

A survey instrument was developed and administered to full-time elementary teachers working in Catholic elementary schools. Of the questionnaires distributed in the six regions served by the National Catholic Educational Association (NCEA), 1,076 (52 percent) were returned. Over 90% respondents were Catholic and female, with no background as members of a religious order; 63% had received at least 4 years of Catholic schooling themselves. Most expressed high degrees of job satisfaction. Respondents' perceptions and attitudes on financial issues, Church teachings, social concerns, quality of education, and teacher involvement are discussed, and conclusions and recommendations based on these findings are offered. Teachers in Catholic schools earned an average of $6,000 per year less than public school peers; most felt that high costs of Catholic schooling prevented many families from enrolling their children. Younger teachers and teachers who had spent less time in Catholic schools as students were considerably more likely to disagree with Church teachings on birth control, abortion, and homosexuality. Younger teachers were also found to value tolerance and broadmindedness in general more highly than Church membership. Attitudes toward conflict resolution were widely divided. Five appendices include: a copy of the survey

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administration; Building Operation; Cleaning; Costs; *Custodian Training; Educational Environment; *Educational Facilities; Equipment Maintenance; Evaluation Methods; *Job Performance; Program Evaluation; School Districts; *School Maintenance; Staff Development
IDENTIFIERS- *Des Moines Public Schools IA

The Custodians/Security Department is a support service of the Des Moines (Iowa) Independent Community School District. Responsibilities of the department do not stop with the care of the facility, but extend to providing a clean, safe environment for all who use school facilities. Program evaluation in the 1993-94 school year reveals a total operating budget of over $7 million, the bulk of which was for human resources costs. The department staff includes 3 central office administrators, 6 building managers, 282 custodians, and 6 security personnel. The department provides numerous in-service and staff development opportunities for its employees. The last 20 years have seen dramatic changes and technological advancement, making the process evaluation for the department more complex. Product evaluation reveals the delivery of a safe and clean environment, with constant attempts at improvement. The future provides an opportunity to predict and schedule almost all labor using technology, creating a predictable work environment where emergencies are minimized. Seven appendixes include job descriptions, staffing requirements, and sample evaluation forms. (SLD)

ED 382 637   TM 023 067

Brookhart, Susan M.
Effects of the Classroom Assessment Environment on Achievement in Mathematics and Science.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Educational Assessment; *Educational Environment; Educational Theories; Grade 7; Grade 10; *Homework; Longitudinal Studies; *Mathematics Achievement; *Science Instruction; Secondary Education; Testing; *Time Factors (Learning)
IDENTIFIERS- Longitudinal Study of American Youth; Science Achievement

The effects of classroom assessment environment (CAE) variables on yearly achievement in mathematics and science in grades 7 through 12 were studied through the Longitudinal Study of American Youth (LSAY), using cohorts of approximately 3,000 students each in the 7th and 10th grades who were followed for 4 years. While the LSAY did not include all CAE variables of theoretical interest, it did include reasonable approximations of many. The direction of CAE effects was consistent for some variables and inconsistent for others. Percent of homework corrected and returned to students had a negative effect whenever it appeared. Hours of homework assigned and percent of students completing homework on time had positive effects when they appeared. Percent of class time used for testing and evaluation had significant effects only on math achievement

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; Comparative Analysis; Demography; Elementary School Students; Grade 4; Grade 8; Intermediate Grades; Junior High Schools; *Mathematics; Mathematics Tests; *Public Schools; Scoring; Secondary School Students; State Programs; *Test Results

IDENTIFIERS- International Assessment of Educational Progress; National Assessment of Educational Progress; *New Jersey

This report is the beginning of a series that will examine the performance of the school children of New Jersey relative to the performance of other children in the United States and worldwide. The measure of performance used was the 1992 National Assessment of Educational Progress (NAEP) mathematics examinations and their linked versions of the 1991 International Assessment. The NAEP is used because it is satisfactory in content and form and because the psychometric model underlying its scoring yields a single scale that allows easy comparison. Students sampled by the NAEP are drawn in a principled way from the populations of interest, supporting the accuracy and honesty of the assessment. Based on unstandardized results of the 1992 mathematics assessment, New Jersey was among the highest performing states. When results were standardized to reflect a single national demographic composition, New Jersey's rank among participating states rose to fourth. The United States, however, finished next-to-last when compared with the other 14 nations. The top 5% of New Jersey students ranked third when compared with the top 5% of members of the Organization for Economic Cooperation and Development. Seven figures illustrate the discussion. (Contains 10 references.) (SLD)

ED 382 660 TM 023 095

Zwick, Rebecca; And Others

DIF Analysis for Pretest Items in Computer-Adaptive Testing.

PUB DATE- May 94

NOTE- 53p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Error of Measurement; Estimation (Mathematics); Identification; *Item Bias; Item Response Theory; *Pretests Posttests; Simulation; Test Items

IDENTIFIERS- *Mantel Haenszel Procedure; Standardization

A simulation study of methods of assessing differential item functioning (DIF) in computer-adaptive tests (CATs) was conducted by Zwick, Thayer, and Wingersky (in press, 1993). Results showed that modified versions of the Mantel-Haenszel and standardization methods work well with CAT data. DIF methods were also investigated for nonadaptive "pretest" items, for which item parameter estimates were assumed unavailable. The pretest DIF statistics were generally well-behaved, but the Mantel-Haenszel DIF statistics tended to have larger standard errors for the pretest items than for the CAT items. The current extension of the earlier work addressed the effect of using alternative matching methods for pretest items. Using a more elegant matching procedure did not lead to a reduction of the Mantel-Haenszel standard errors and produced DIF measures that were nearly identical to those from the earlier study. Further investigation showed that the Mantel-Haenszel standard errors tended to be larger when items were administered to examinees with a wide ability range, whereas the opposite was graphs are included. (Contains 10 references.) (Author)

ED 382 681 TM 023 222

Raymond, Patricia M.; And Others
Cognitive Processes in Reading and Evaluation Procedures.
PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Elementary Education; *Elementary School Students; *Evaluation Methods; Foreign Countries; French; Knowledge Level; Performance; Problem Solving; Questionnaires; *Reading Comprehension; *Recall (Psychology); *Test Construction; Test Format
IDENTIFIERS- Canada

Different aspects of text comprehension and different evaluation procedures were studied for elementary school students. Indicators sensitive to the different levels of comprehension involved were used, and recall was divided into recall macro, micro, and total. The sample consisted of 90 sixth graders in the national capital region of Canada. Relationships among the results of a free, written recall protocol, a questionnaire, and problem-solving activities were examined as they allowed the observation of different text processing levels. The problem-solving activities measured something different than the recall task and questionnaire measures; no significant correlations were obtained between these activities and other variables in the study. The questionnaire did not measure exactly what the recall task measured, and the recall task appeared more sensitive to the effects of test type and domain knowledge. Overall, the recall task was a more discerning performance measure. The recall task and the problem-solving activities appear to be the most promising approaches for constructing a reading comprehension text for sixth-grade native speakers of French. Three bar graphs and two tables present study data. (Contains 19 references.) (SLD)

ED 382 682 TM 023 223

Blumberg, Phyllis; And Others
Describing the Nature of Interdisciplinary Collaboration within an Educational Center.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinics; *Cooperation; *Educational Gerontology; Foreign Countries; *Interdisciplinary Approach; *Older Adults; *Program Descriptions; *Research Methodology

This paper provides an easy to use methodology describing the composition and setting of interdisciplinary activities within a gerontological education center. For 147 activities, using questionnaires completed by 75 participants, investigators determined the number of people, number of disciplines, number of people per discipline, and the different disciplines that assumptions and offers suggestions for improving quantitative research with ethnic minorities. New scholarship on ethnic minorities calls for a paradigm shift from the Eurocentric approach to an approach that values each ethnic group for its own sake. Problems in conducting research with ethnic groups center on (1) identifying, describing, and selecting a sample; (2) understanding heterogeneity within the group; and (3) language and cultural barriers. Methodologies to address these problem areas are outlined, focusing on the importance of adequate assessment instruments. (Contains 112 references.) (SLD)

ED 382 702 UD 030 386

Heath, Shirley Brice
Ethnography in Communities: Learning the Everyday Life of America's Subordinated Youth.
PUB DATE- 95
NOTE- 15p.; Chapter 7 in the "Handbook of Research on Multicultural Education," p114-28. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Benefits; *Community Characteristics; Community Involvement; Cultural Differences; Definitions; *Disadvantaged Youth; Educational Practices; Educational Research; Elementary Secondary Education; *Ethnic Groups; *Ethnography; Minority Groups; *Multicultural Education; *Socialization
IDENTIFIERS- Spatial Context; *Subgroups

Although the concept of "community" has been defined in many ways, it generally encompasses subgroups that provide emotional and common-interest ties as well as a sense of subjective wholeness. This paper provides a brief chronology on community within American life and the influence of ideals arising from this history. A look at ethnographic portrayals of different contemporary communities and their ways of socializing members includes a Puerto Rican area of Manhattan (New York), a Japanese area in California, a community of black Americans in the southern United States, and two communities created by programs for adolescents and homeless youth. Ethnographers learn about groups by becoming participants and observers in those groups. All of these portrayals also include subtexts of members' collective views of learning through formal and informal education. Implications of current community life, where the community is not necessarily spatially defined, for the future of research, policy, and practice in multicultural education are discussed. (Contains 91 references.) (SLD)

ED 382 703 UD 030 387

Mehan, Hugh; And Others
Ethnographic Studies of Multicultural Education in Classrooms and Schools.
PUB DATE- 95
NOTE- 16p.; Chapter 8 in the "Handbook of Research on Multicultural Education," p129-44. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Blacks; Classroom Techniques; Cultural Awareness; *Curriculum Development; *Educational Change; Educational Environment; Educational Research; Elementary Secondary Education; *Ethnic Groups; *Ethnography; *Minority Groups;

Hidalgo, Nitza M.; And Others
Research on Families, Schools, and Communities: A Multicultural Perspective.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 27p.; Chapter 28 in the "Handbook of Research on Multicultural Education," p498-524. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Blacks; Chinese Americans; *Community Involvement; *Educational Research; Elementary Secondary Education; *Ethnic Groups; Family Characteristics; Family Influence; *Family School Relationship; Minority Groups; *Multicultural Education; Parent Participation; *Partnerships in Education; Puerto Ricans
IDENTIFIERS- African Americans; Irish Americans

Some of the progress in the ways researchers and educators think about and work to improve school, family, and community partnerships is reviewed. This paper summarizes information that emerged from the first phase of a study of family influence and family-school-community connections of four ethnic groups in the Boston (Massachusetts) area. Each of four sections provides a literature review and discusses family influence on children for: (1) Puerto Ricans; (2) African Americans; (3) Chinese Americans; and (4) Irish Americans. The reviews of the four ethnic groups suggest that differences in the nature and extent of family involvement and influence are not simply the results of fixed and unchangeable culturally determined values and practices, but are likely to be explained by variations in family factors, community contexts, and school programs that systematize or organize practices of partnership. The field of multicultural education needs to be more explicitly aware of the roles families play in learning and supporting educational goals. (Contains 211 references.) (SLD)

ED 382 724   UD 030 408

Levine, Daniel U.; Lezotte, Lawrence W.
Effective Schools Research.
PUB DATE- 95
NOTE- 23p.; Chapter 29 in the "Handbook of Research on Multicultural Education," p525-47. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Awareness; *Educational Environment; *Effective Schools Research; Elementary Secondary Education; *Excellence in Education; *Institutional Characteristics; *Multicultural Education; Outcomes of Education; Parent Participation; *School Effectiveness; Staff Development; Teacher Expectations of Students
IDENTIFIERS- School Culture

Research studies that have focused on identifying the characteristics or correlates of elementary and secondary schools that are unusually effective are reviewed, concentrating on the "effective schools" movement. Research on effective schools supports the conclusion that they rank high on certain characteristics frequently referred to as "effective schools correlates," here reviewed for elementary schools in the general groupings of: (1) productive school climate and culture reflecting shared values; (2) a focus on student acquisition of central learning skills; (3) appropriate

Oakes, Jeannie, Ed.; Quartz, Karen Hunter, Ed.
Creating New Educational Communities. Ninety-fourth Yearbook of the National Society for the Study of Education. Part I.
PUB DATE- 95
NOTE- 276p.; For Part II, see UD 030 427.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Community; Cultural Differences; *Educational Change; Educational Environment; Educational Opportunities; Elementary Secondary Education; *Equal Education; Ethnic Groups; *Immigrants; Minority Groups; Multicultural Education; School Restructuring; *Urban Schools; Yearbooks
IDENTIFIERS- Language Minorities; *Reform Efforts

The work reported on in this yearbook collection represent the work of educators committed to the concept that genuine reform takes place in settings where students and teachers work together to create new educational communities. Reports on ongoing projects in several parts of the United States are included in the following chapters: (1) "Normative, Technical, and Political Dimensions of Creating New Educational Communities" (Jeannie Oakes); (2) "Dismantling Status Hierarchies in Heterogeneous Classrooms" (Elizabeth G. Cohen, Diane Kepner, and Patricia Swanson); (3) "Creating Communities of Effective Practice: Building Literacy for Language Minority Students" (Kris D. Gutierrez and Brenda Meyer); (4) "The AVID Classroom: Academic and Social Support for Low-Achieving Students" (Mary Catherine Swanson, Hugh Mehan, and Lea Hubbard); (5) "Success for All: Creating Schools and Classrooms Where All Children Can Read" (Robert E. Slavin and Nancy A. Madden); (6) "Teaming: Creating Small Communities of Learners in the Middle Grades" (Gretchen Guiton and others); (7) "A Schools" (Ann Lieberman, Beverly Falk, and Leslie Alexander); (8) "Thomas Edison Accelerated Elementary School" (Gene Chasin and Henry M. Levin); (9) "Cityworks: Redefining Vocational Education" (Adria Steinberg and Larry Rosenstock); (10) "Complementary Energies: Implementing MI Theory from the Laboratory and from the Field" (Mara Krechevsky, Thomas Hoerr, and Howard Gardner); (11) "Democracy in a Multicultural School and Community" (Paul E. Heckman, Christine B. Confer, and Jean Peacock); (12) "Creating Coalition Schools Through Collaborative Inquiry: (Patricia A. Wasley, Sherry P. King, and Christine Louth); (13) "Creating New Educational Communities: Implications for Policy" (Kati Haycock); and (14) "Sustaining New Educational Communities: Toward a New Culture of School Reform" (Karen Hunter Quartz). (SLD)

ED 382 745 UD 030 429

Salem, Dorothy C., Ed.
African American Women. A Biographical Dictionary. Garland Reference Library of the Social Sciences, Volume 706. Biographical Dictionaries of Minority Women, Volume 2.
PUB DATE- 93
NOTE- 637p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Achievement; Biographies; *Blacks; Business; Elementary Secondary Education; *Females; Fine Arts; Politics; Professional Personnel; Religion; Social Change; *United States History
IDENTIFIERS- *African Americans

ways: to evaluate the preservice teacher education program, to enhance and document active student learning, and to provide students with a personal marketing tool after graduation. The pamphlet describes the portfolio process, including the six steps involved in adopting portfolios for documenting professional growth in a teacher education program: adopt a philosophy statement; decide on outcomes that reflect the teacher education program; determine the purposes for using portfolios; select specific types of artifacts that students will include; decide a process for implementing portfolios; and write a manual to serve as a guide for faculty and students. The pamphlet concludes that the portfolio development process has energized faculty to continue their best efforts in facilitating the professional growth of future teachers. (JDD)

ED 382 598 SP 035 960

Dunn, Rita
Strategies for Educating Diverse Learners. Fastback 384.
PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Cognitive Style; *Educational Strategies; Elementary Education; Elementary School Students; Individual Differences; Student Characteristics; Student Needs; *Teaching Methods; *Underachievement
IDENTIFIERS- *Diversity (Student)

Research supports the belief that most students can learn, but each child concentrates, processes, absorbs, and remembers new and difficult information in a different way. Teaching failing students in ways that complement their learning styles increases their standardized test scores in several academic areas. Instructional practices useful with underachieving students focus on: (1) the child's need to feel physically comfortable, including sound versus quiet, bright lights versus soft, formal seating versus informal seating, mobility versus passivity, and other factors; (2) the need to identify and share with children how each best remembers new and difficult information; (3) whether children learn best alone, in pairs, with peers in cooperative or competitive teams, or with authoritative or collegial adults; (4) the time of day during which an individual experiences energy highs; (5) use of a global or analytic cognitive processing style; (6) use of alternative instructional strategies to maintain interest and avoid boredom; (7) experimentation to find the most effective teaching methods for each youngster; (8) tutoring; (9) effective use of direct instruction; (10) use of computer instruction to reinforce tactual learning; (11) focus on multicultural education; and (12) focus on multiple intelligences. (Contains 10 references.) (JDD)

ED 382 599 SP 035 962

Mikow, Victoria A.
Adolescent Nutrition and Physical Fitness. Selected Indicators. Findings for 9th-12th Grade Students from the 1993 North Carolina Youth Risk Behavior Survey.
PUB DATE- 95

instrument; the letter to principals in participating schools; the letter to the teachers; second letter to principals; and the survey and responses. (Contains 42 references.) (PB)

ED 382 617 SP 035 988

Brennan, Jim
The Road to Success: An Orientation Process for Catholic School Teachers.
PUB DATE- 95
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *Catholic Educators; *Catholic Schools; Classroom Techniques; Educational Environment; Educational Resources; Elementary Secondary Education; Higher Education; Journal Writing; Lay Teachers; Lesson Plans; Religious Education; Worksheets

This publication provides guidelines and worksheets for orienting

This publication provides guidelines and worksheets for orienting principal, the new teacher, and the assigned, more experienced "buddy teacher" are outlined, and a schedule of key due dates for their responsibilities is provided. Worksheets are provided for new teachers to structure their learning and document their knowledge of key school personnel, key parent and community resources, diocesan resource personnel, paperwork procedures at the school, sources of information regarding schedules and protocols within the school, procedures to access school equipment, noninstructional responsibilities, personnel policies, educational resources beyond the school community, school physical facilities, and parish neighborhoods. Another set of worksheets focuses on helping the teacher create the classroom climate, including teaching philosophy, classroom management, and the role of religious practices. Worksheets for helping teachers plan lessons are then provided as part of a six-step planning model, with a special emphasis on the incorporation of values into class lessons. Guidelines for maintaining a professional journal are also provided. Worksheets are also available on computer disk. (PB)

ED 382 618 SP 035 990

Stoll, Sharon Kay; And Others
Moral Reasoning of Division III and Division I Athletes: Is There a Difference?
PUB DATE- 30 Mar 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Alliance of Health, Physical Education, Recreation, and Dance (Portland, OR, March 30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Athletes; *College Athletics; College Students; Competition; Ethics; Higher Education; *Moral Development; Moral Values; Sport Psychology; *Student Attitudes; *Student Subcultures; Student Surveys
IDENTIFIERS- *Student Athletes

This study sought to examine the potentially corrupting influences of media attention, money, and the accompanying (two negative and one positive). Frequency of oral reports had a significant negative effect for science, while frequency of written reports had mixed effects. Results do show some CAE effects, and CAE theory does explain some, but not all, of these effects. Results support the beginnings of a theory explaining the relationship between classroom assessment and student achievement. Six tables and two figures present study data. (Contains 14 references.) (SLD)

ED 382 638 TM 023 068

McClain, Andrew L.
Hierarchical Analytic Methods That Yield Different Perspectives on Dynamics: Aids to Interpretation.
PUB DATE- Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Aptitude Tests; Children; *Factor Analysis; *Scores
IDENTIFIERS- Eigenvalues; FORTRAN Programming Language; *Hierarchical Analysis; *Second Order Effects

First- and higher-order factor analyses are explained from a conceptual rather than a mathematical perspective. A case is made for performing higher-order factor analysis when factors are theoretically related. Actual scores of 301 children on 24 ability measures are used to demonstrate interpretation of second-order factors using the FORTRAN program SECONDOR. Higher-order factor analysis using interpretation aids such as the Schmid-Leiman (1957) solution allows the researcher to examine a complex world in a parsimonious manner. Seven tables illustrate the discussion. (Contains 11 references.) (Author/SLD)

ED 382 639 TM 023 069

McClain, Andrew L.
Effect Size as an Alternative to Statistical Significance Testing.
PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; *Effect Size; Research Methodology; *Sample Size; *Statistical Significance; *Testing
IDENTIFIERS- Scattergrams; *Variance (Statistical)

The present paper discusses criticisms of statistical significance testing from both historical and contemporary perspectives. Statistical significance testing is greatly influenced by sample size and often results in meaningless information being over-reported. Variance-accounted-for-effect sizes are presented as an alternative to statistical significance testing. A review of the "Journal of Clinical Psychology" (1993) reveals a continued reliance on statistical significance testing on the part of researchers. Finally, scatterplots and correlation coefficients are presented to true of the standard errors of the standardization DIF statistic. Some theoretical findings were obtained that appear to explain this phenomenon. Nine tables and six figures present details of the analyses. (Contains 17 references.) (Author/SLD)

ED 382 661 TM 023 096

DeMauro, Gerald E.; And Others
Delimiting the Verbal Domain.
PUB DATE- May 94
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Definitions; Job Analysis; *Semantics; *Test Construction; *Verbal Ability
IDENTIFIERS- *Domain Knowledge; Educational Testing Service; Rule Application; *Test Developers

A functional analysis was made of the verbal domain as it is defined by the test development process at the Educational Testing Service (ETS). The thesis of the study was that the verbal domain consists of semantic relations that examinees must interpret. Test developers used a system of rules to sample stimulus materials from among infinite possibilities that elicit an interpretive response. Many of these rules were codified and others were in different stages of formation, beginning in the use by individual test developers, and eventually becoming part of generally accepted practice. A job analysis approach was used to examine how rules are employed to present the desired semantic relations to the examinees for their interpretation. Test developers (n=8) from two major divisions of ETS were observed and interviewed. They also rated the importance of each of the rules, suggested rules that they use that were not listed, and delineated the professional activities for which these rules are most important. The study indicates that the rule system for sampling semantic relations is an evolving body, both for the individual test developer and for test development as an institution. Ten tables support the discussion, and two appendixes provide supplemental information. (Contains 26 references.) (SLD)

ED 382 662 TM 023 097

Tang, K. Linda; And Others
The Effect of Small Calibration Sample Sizes on TOEFL IRT-Based Equating.
PUB DATE- Dec 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Computer Simulation; *Equated Scores; *Estimation (Mathematics); *Item Response Theory; Pretests Posttests; *Sample Size; *Scaling; Simulation; Test Construction
IDENTIFIERS- *BILOG Computer Program; Calibration; Item Parameters; LOGIST Computer Program; Test of English as a Foreign Language; Three Parameter Model

This study compared the performance of the LOGIST and BILOG computer programs on item response theory (IRT) based scaling and equating for the Test of English as a Foreign Language (TOEFL) using real and simulated data and two calibration structures. Applications of IRT for the TOEFL program are based on the three-parameter logistic (3PL) model. The results of the collaborated together. Seventy-three percent of the activities were interdisciplinary. The activities were divided into three categories based on setting (clinical, educational, and clinical/educational) and then analyzed. Information is provided to assist others in conducting similar research. It includes discussion of the characteristics that foster successful interdisciplinary collaboration. Five tables are included. (Contains 14 references.) (Author/SLD)

ED 382 683 TM 023 224

Sudzina, Mary R.
Case Competition as a Catalyst To Restructure the Teaching and Learning of Educational Psychology.
PUB DATE- Apr 95
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *College Instruction; *Competition; Constructivism (Learning); Counselors; *Educational Psychology; Higher Education; Mentors; Problem Solving; Professional Development; *Teacher Education; Teaching Methods
IDENTIFIERS- Case Method (Teaching Technique); Internet; *Preservice Teachers

Case-based teaching in some fields offers competition experiences as prestigious professional benchmarks and development experiences in professional preparation. Case-based team competition in teacher education can offer possibilities for preservice professional growth and development. Case-based teaching also has a natural fit with constructivist principles of teaching educational psychology. The Commonwealth Center Invitational Team Case Competition in May 1993 provided opportunities for educational psychology students to problem solve cooperatively across several performance dimensions. A case competition on the Internet will expand the opportunities for problem-solving and mentoring. Case competition has changed the structure, expectations, and assignments of the educational psychology classes. Preservice teachers have been led to think of themselves as more capable as they examine classroom dilemmas. Two figures present supporting information. (Contains 43 references.) (SLD)

ED 382 684 TM 023 225

Laidlaw, Moira; Whitehead, Jack
An Educational Epistemology of Practice.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Constructivism (Learning); Educational Improvement; Educational Practices; *Educational Research; *Epistemology; Foreign Countries; High Schools; High School Students; Knowledge Level; *Learning; Reflective Teaching; Research Methodology; Secondary School Teachers; Self Concept; *Self Evaluation (Individuals); *Teaching Methods

*Multicultural Education; Participation; Racial Differences; Teaching Methods
IDENTIFIERS- African Americans

Ethnographic studies of multicultural education in classrooms and schools are reviewed, emphasizing studies that have made self-conscious attempts to be culturally inclusive by modifying classroom organization, discourse patterns, or the curriculum. Studies of desegregation and ethnographies of urban schools are not included. The first part of the paper examines the educational and social consequences of attempts to achieve multicultural education through changing classroom patterns and participation structures. The second part examines what happens when the content of the curriculum is modified to teach a multicultural history or to foster ethnoracial identity. Specific examples dealing with African Americans in United States history are developed. The final part of the paper draws implications from these studies for classrooms composed of students from many different linguistic and cultural backgrounds. Ways to organize classrooms for the benefit of many cultural groups include: (1) academic rigor with social supports; (2) student-centered classroom and discourse organization; (3) the teacher as ethnographer; (4) students' knowledge used as a resource; and (5) adaptation of general principles to local circumstances. (Contains 87 references.) (SLD)

ED 382 704   UD 030 388

Grant, Carl A.; Tate, William F.
Multicultural Education through the Lens of the Multicultural Education Research Literature.
PUB DATE- 95
NOTE- 24p.; Chapter 9 in the "Handbook of Research on Multicultural Education," p145-66. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Pluralism; Educational Policy; Educational Practices; *Educational Research; Elementary Secondary Education; *Equal Education; Ethnic Groups; Ideology; Literature Reviews; Minority Groups; *Multicultural Education; Program Implementation; *Qualitative Research; *Research Methodology; *Statistical Analysis
IDENTIFIERS- Logical Positivism; Social Justice

Insights into multicultural education practices are provided through the lens of the research literature. Two research ideologies are identified: research on multicultural education--the employment of the concepts and procedures of logical positivism to study the implementation of multicultural education, and multicultural education research--the employment of the tenets of qualitative or quantitative research methodology to study the social justice and power relationships that exist in educational institutions. Multicultural education research is built on the precepts of equity, freedom, and pluralism, subjective precepts that require interpretive frameworks and methods. Areas of methodological concern in the conduct of research about multicultural education and research in the multicultural framework are delineated. Multicultural education research has the potential to increase the knowledge base about how policies and practices in education are influencing the learning experiences of all students. (Contains 198 references.) (SLD)

ED 382 705   UD 030 389

monitoring of student progress; (4) practice-oriented staff development at the school site; (5) outstanding leadership; (6) salient parent involvement; (7) effective instructional and organizational arrangements; (8) high operational expectations and requirements for all students; and (9) multicultural instruction and sensitivity. Research has concentrated on the elementary grades; the applicability of these correlates at the secondary level requires further study. Resilience, consistency, and persistence seem to be hallmarks of effective schooling. (Contains 157 references.) (SLD)

ED 382 725   UD 030 409

Knapp, Michael S.; Woolverton, Sara
Social Class and Schooling.
PUB DATE- 95
NOTE- 22p.; Chapter 30 in the "Handbook of Research on Multicultural Education," p548-69. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Characteristics; Curriculum Development; Disadvantaged Youth; *Elementary Secondary Education; Equal Education; Minority Groups; Models; *Multicultural Education; *Outcomes of Education; Postsecondary Education; *Social Class; Social Influences; Teaching Methods

No amount of wishing can eliminate the pervasiveness of social-class dynamics in the lives of teachers and students. Educators and students need clarity and insight regarding the presence, interplay, and power of social class in their encounters with one another. This paper addresses these social class dynamics within educational institutions, concentrating on elementary and secondary education, but referring to postsecondary education as well. The review first clarifies key terms and paradigms by discussing social class and alternative perspectives adopted by scholars in considering the relationships between society and schools. The enduring correlation between measures of social class and most measures of educational outcomes is discussed. The three succeeding sections consider how social class is related to: (1) the community context of schools, the social organization of the student population, and the teaching force; (2) the learner; and (3) the nature of the curriculum and instruction. The paper concludes with a review of the principal explanations for the pattern of differentiated schooling that emerges and an examination of promising directions for new research. (Contains 116 references.) (SLD)

ED 382 726   UD 030 410

Foster, Michele
African American Teachers and Culturally Relevant Pedagogy.
PUB DATE- 95
NOTE- 12p.; Chapter 31 in the "Handbook of Research on Multicultural Education," p570-81. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Anthropology; *Black Teachers; *Cultural Relevance; *Educational Research; Elementary Secondary Education; *Instructional Effectiveness; Literature Reviews; Minority Groups; *Multicultural Education; Personal Narratives; Research Needs; Social Science Research; *Teacher Supply and Demand; Teaching Methods

The nearly 300 biographical sketches in this dictionary focus on women who have made meaningful, although often unheralded, contributions to American history and culture. Although the collection concentrates on historical achievements, several women reflect contemporary accomplishments or historical firsts. The biographies span the time from Colonial poet Lucy Terry, born in 1730, to Olympic runner, Gail Devers, born in 1966. The women represented have made significant contributions to social reform, politics, arts and entertainment, religion, business, education, and the professions. Arranged alphabetically, the entries provide the reader with the necessary information to understand the African American woman and her place in history. An appendix lists the women by career category. (Contains 37 references.) (SLD)

ED 382 746 UD 030 430

Fraser, Steven, Ed.
The Bell Curve Wars. Race, Intelligence, and the Future of America.
PUB DATE- 95
NOTE- 222p.; Collection of commentaries on "The Bell Curve" by Richard J. Herrnstein and Charles Murray.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ethnic Groups; *Futures (of Society); *Genetics; Heredity; *Intelligence; Intelligence Differences; Intelligence Quotient; Intelligence Tests; Nature Nurture Controversy; *Racial Differences; Social Bias; Sociobiology; *Statistical Analysis
IDENTIFIERS- *Bell Curve (The)

"The Bell Curve" by Richard J. Herrnstein and Charles Murray has generated enormous debate as a result of its claim that there is a connection between race and intelligence. The essays of this collection respond to "The Bell Curve" in various ways. Taken together, the following offer an antidote to a work of dubious premises and socially alarming predictions: (1) "Curveball" (Stephen Jay Gould); (2) "Cracking Open the IQ Box" (Howard Gardner); (3) "Race, IQ, and Scientism" (Richard Nisbett); (4) "The Sources of 'The Bell Curve'" (Jeffrey Rosen and Charles Lane); (5) "Paradise Miscalculated" (Dante Ramos); (6) "Ethnicity and IQ" (Thomas Sowell); (7) "Back to the Future with 'The Bell Curve': Jim Crow, Slavery, and 'G'" (Jacqueline Jones); (8) "Why Now?" (Henry Louis Gates, Jr.); (9) "Caste, Crime, and Precocity" (Andrew Hacker); (10) "Has There Been a Cognitive Revolution in America? The Flawed Sociology of 'The Bell Curve'" (Alan Wolfe); (11) "Hearts of Darkness" (John B. Judis); (12) "The 'It-Matters-Little' Gambit" (Mickey Kaus); (13) "Scientific Truth and the American Dilemma" (Nathan Glazer); (14) "Equality: An Endangered Faith" (Martin Peretz); (15) "The Lowerers" (Leon Wieseltier); (16) "Developing the Rage To Win" (Hugh Pearson); (17) "Brave New Right" (Michael Lind); (18) "The Phony War" (Randall Kennedy); and (19) "For Whom the Bell Curves" (Orlando Patterson). (SLD)

ED 382 747 UD 030 431

Katz, Michael B.
Improving Poor People. The Welfare State, the "Underclass," and Urban Schools as History.
PUB DATE- 95
NOTE- 186p.

NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Athletics; At Risk Persons; *Body Weight; Eating Disorders; *Eating Habits; *Exercise; Health Related Fitness; High Schools; *High School Students; *Nutrition; Physical Education; *Physical Fitness; Self Concept; Sex Differences; Student Behavior
IDENTIFIERS- *North Carolina

A survey of 2,439 high school students (the 1993 Youth Risk Behavior Survey) in North Carolina found that students present a mixed picture of healthy and risky physical, nutritional, and weight management practices. The survey examined perception of body weight; weight control by gender; method of weight control; consumption of fruit or fruit juice, vegetables, fatty meats, other fatty foods, and sweets; aerobic exercise; toning or strengthening exercise; number of days participated in school physical education classes; and number of school and nonschool sports teams. Findings show that, while a large proportion of students are practicing healthy behaviors, a nearly equal proportion of students have established some high risk health behaviors. Over half of all female students were trying to lose weight, compared to one in five male students. Weight management behaviors included exercise, dieting, vomiting, and diet pills. Large numbers of respondents reported not eating any fruit or vegetables on the day prior to the survey, and they tended to eat a lot of fatty meats and sweets. About one in five students reported not exercising at all during the week prior to the survey. Over half did not participate in any physical education classes. Selected questions from the survey questionnaire are appended. (JDD) stress on the moral reasoning of student athletes at both Division I and Division III National College Athletics Association (NCAA) schools. Subjects were 718 nonathletes and 277 randomly selected athletes at a Division I school and 206 nonathletes and 387 athletes at 8 Division III schools. All subjects completed the Hahm-Beller Values Choice Inventory in the Sport Milieu. Scores of nonathletes at both Division I and Division III schools were significantly higher than those of athletes in both Divisions. Results are found to indicate that perhaps it is not money, national prestige, coaches' salaries, or glamor that affects the moral reasoning of athletes, but how competitive activity is viewed. Perhaps the culprit for deficient moral reasoning among student athletes is the exclusionary, selfish, rule-bound perception of competition and the practice of objectifying opponents, dissociating self from personal responsibility, and perceiving sport as a means to personal gain. Sports participation and competition as it is now taught and modeled, in and of itself, may negatively impact moral reasoning, and the involvement of national media and corporate sponsors may not significantly increase this effect. (Contains 29 references.) (PB)

illustrate the lack of linear relationship between sample size and effect size. Two figures are included. (Contains 24 references.) (Author)

ED 382 640 TM 023 070

Grosset, Jane M.
A Multigroup Structural Equation Modeling Approach To Test for Differences in the Educational Outcomes Process for African American Students from Different Socioeconomic Backgrounds.
PUB DATE- Apr 95
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Black Students; *College Students; Community Colleges; Higher Education; Individual Differences; *Outcomes of Education; Social Integration; *Socioeconomic Status; Statistical Analysis; *Structural Equation Models; Student Characteristics; Student Motivation
IDENTIFIERS- *African Americans

This research tested a structural equation model of educational outcomes for three socioeconomic status (SES) groups of African-American students enrolled in a community college (total sample of 315). The structural model, which was based on a variant of Tinto's (1987) model, contained two exogenous constructs, educational intentions and commitments, and three endogenous constructs, academic integration, social integration, and educational outcomes. The study demonstrated that higher levels of academic and social engagement had positive direct effects on educational outcomes for all students regardless of SES background. Other paths that were supported included the positive direct effects of goal and institutional commitments and the negative impact of external commitments on social integration. A significant positive path was also indicated from academic integration to social integration. Significant structural differences were not present in the measurement of model constructs or the process of educational outcomes among lowest, lower to middle, and middle to upper SES groups. Five tables present study findings. (Contains 34 references.) (Author/SLD) study show that item parameter estimates obtained from the smaller real data sample sizes were more consistent with the larger sample estimates when based on BILOG than when based on LOGIST. In addition, the root mean squared error statistics suggest that the BILOG estimates for the item parameters and item characteristic curves were closer in magnitude to the "true" parameter values than were the LOGIST estimates. The equating results based on the parameter estimates suggest that the rule of thumb recommendation that pretest sample sizes be at least 1,000 for LOGIST should be retained if at all possible. Eight tables and 13 figures present results of the analyses. Two appendixes contain specifications and summary statistics. (Contains 15 references.) (Author/SLD)

ED 382 663   TM 023 101

Tannenbaum, Richard J.; And Others
A Transportability Study of the Praxis I: Academic Skills Assessments Computer-Based Test (CBT) and the Praxis I: Pre-Professional Skills Tests (PPST) Specification Statements for Entry-Level Vocational Education Teachers.
PUB DATE- Sep 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Ability; *Computer Assisted Testing; Evaluation Methods; Postsecondary Education; Rating Scales; Secondary Education; Surveys; *Teacher Evaluation; *Test Construction; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Praxis I; Test Specifications; *Transportability

The purpose of this study was to determine if the 55 test specifications for the Praxis I: Academic Skills Assessments computer-based tests (CBT) and the Praxis I: Pre-Professional Skills Tests (PPST) were judged to be appropriate for entry-level vocational education teachers regardless of specialty area. The test specification statements were mailed to a random sample of 5,610 vocational education teachers representing 11 specialty areas. Useable surveys were returned by 2,347 vocational education teachers. Judgments of importance were made using a 5-point rating scale. A test specification statement was considered to be appropriate for entry-level vocational education teachers if respondents from at least 9 or 11 specialty areas judged it to have a mean importance greater than 3.0 (moderately important). The results indicated that all 55 test specifications received mean ratings above 3.00 by respondents from all 11 specialty areas. It may be concluded from the results that the test specification statements for the Praxis I: CBT and the Praxis I PPST are appropriate for entry-level vocational education teachers regardless of the specialty area in which they teach. One table. Appendixes present the survey and respondent information. (Contains 2 references.) (Author)

IDENTIFIERS- England; *Teacher Researchers

There are many different approaches to educational research. They include the efforts of those who hope to make contributions to educational knowledge and theory through researching their own educational practices as teachers and researchers. In communicating an educational epistemology of practice, it is intended that the document show a dialogical form of representation for an educational inquiry into improvement of learning, and a dialectical approach to explicating and using educational standards of judgment for testing a claim to educational knowledge. The experiences of one author in teaching a class of year-nine female students in England are the basis of this exploration, illustrated by extracts from the work of two students. The process being engaged is summarized as: (1) identifying a concern; (2) imagining a solution; (3) acting on the proposed solution; (4) observing the effects of what is being done; and (5) evaluating and modifying the actions. (Contains 29 references.) (Author/SLD)

Cortes, Carlos E.
Knowledge Construction and Popular Culture: The Media as Multicultural Educator.
PUB DATE- 95
NOTE- 15p.; Chapter 10 in the "Handbook of Research on Multicultural Education," p169-83. See UD 030 379.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Audience Response; Constructivism (Learning); *Curriculum; *Ethnicity; *Information Dissemination; Knowledge Level; *Mass Media Effects; Mass Media Role; Minority Groups; *Multicultural Education; Popular Culture; Public Opinion; *Racial Factors; Social Influences

As a major element of societal multicultural education, the mass media disseminate information, images, and ideas concerning race, ethnicity, culture, and foreignness. The multicultural media curriculum functions whether or not media makers actually see themselves as educators and whether or not viewers are aware of the role of media as sources of knowledge and information. The media curriculum on race and ethnicity has been examined by scholars from four analytical dimensions: (1) content analysis; (2) control analysis; (3) impact analysis; and (4) pedagogical analysis. Content analysis reveals that the media are involved in the transmission of information, correct or incorrect, balanced or biased. Research has also demonstrated that media impact varies among readers, viewers, and listeners, with the race and ethnicity of recipients often playing a significant role in this media-audience learning relationship. The critical role of the mass media has important implications for school multicultural education. Schools need to develop ways to explore and assess the impact of the media to strengthen multicultural educational pedagogy and curricula. (Contains 163 references.) (SLD)

IDENTIFIERS- *African Americans

An overview is presented of research on African American teachers, addressing the large body of literature written by policy analysts, first-person narratives, and the sociological and anthropological literature. Policy research has identified the small number of African American teachers and has studied some reasons for this shortage and some of the programs designed to combat it. First-person narratives have provided sensitive portraits of African American teachers and their influence. The sociological and anthropological literature on African American teachers is small, compared to the entire body of studies on teachers, and frequently portrays them in a negative light. Nevertheless, some research exists that indicates that the pedagogy of effective African American teachers is characterized by cultural solidarity, affiliation, and connectedness with the African American community. The meager volume of literature means that many questions about the effectiveness of African American teachers remain to be resolved. (Contains 130 references.) (SLD)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Change Agents; Disadvantaged Youth; *Educational Change; Educational History; Elementary Secondary Education; *Low Income Groups; *Poverty; *School Responsibility; Social Change; *Social Class; United States History; *Urban Schools
IDENTIFIERS- *Reform Efforts

Many nineteenth-century reformers tried to improve the lot of the poor by improving the poor themselves, attributing many of the problems of the poor to bad behavior or bad character, and this approach did not end in the nineteenth or early twentieth centuries. As a strategy, improving poor people has consistently given education a starring role. The history of education shows that improving poor people has not only misdiagnosed the issues, it has also deflected attention from the structural origins of poverty and the solutions it really requires. This book explores attempts to improve poor people during the last two centuries as it illustrates the public uses of history. The four chapters focus on: (1) The Welfare State; (2) The "Underclass"; (3) Urban Schools; and (4) Surviving Poverty. Each chapter begins autobiographically, with an account of personal involvement in the issues, and explains how history has proved essential to the interpretation of each strand of social policy discussed. Looking at how poor people have survived by examining the lives of some poor people in early twentieth-century New York gives some insights into possible solutions and approaches to these problems. (SLD)

ED 382 748　　　　UD 030 432

Burman, Stephen
The Black Progress Question. Explaining the African American Predicament. Sage Series on Race and Ethnic Relations, Volume 9.
PUB DATE- 95
NOTE- 252p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Blacks; *Cultural Differences; Elementary Secondary Education; Ethnic Groups; *Futures (of Society); Minority Groups; Political Influences; *Racial Integration; *Social Change; Social Discrimination
IDENTIFIERS- *African Americans; *Progress

Are African Americans making progress toward their complete incorporation into American society? No simple answers are available to this question. The predicament in which African Americans find themselves is reflected in the debates about progress. Consequently, the meaning of progress is explored in the first chapter, not to arrive at a definitive concept of progress, but to make clear the ambiguity of the term and its usefulness in examining the African American experience. Chapters 2 through 5 explore the traditions of thought that have attempted to explain and resolve the African American predicament: the liberal neoconservative, Marxist, and cultural approaches. Chapter 6 further explores the political dimensions of these approaches. A case study in Chapter 7 demonstrates the power of the forces restricting black progress. Chapter 8 suggests the elements that deserve additional study for further intellectual, and ultimately practical, progress. Pessimism of the intellect but optimism of the will is the appropriate stance of the African American in the United States. (Contains 323 references.) (SLD)

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Hearing on H.R. 6, Elementary and Secondary Education Act Reauthorization. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (Vancouver, Washington, September 18, 1993).
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Albert Einstein Distinguished Educator Fellowship Act of 1994. Hearing on S. 2104 To Establish within the National Laboratories of the Department of Energy a National Albert Einstein Distinguished Educator Fellowship Program, before the Subcommittee on Energy Research and Development of the Committee on Energy and Natural Resources. United States Senate, One Hundred Third Congress, Second Session.
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(090) Legal/Legislative/Regulatory Materials

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53p. L1 ED 382 604

Albert Einstein Distinguished Educators Fellowship Act of 1994. Report To Accompany S. 2104. 103D Congress, 2d Session, Senate.
12p. L1 ED 382 605

Charter Schools: A Growing and Diverse National Reform Movement. Statement of Linda G. Morra, Director, Health, Education, and Human Services Division. Testimony before the Subcommittee on Labor, Health and Human Services, Education, and Related Agencies, Committee on Appropriations, U.S. Senate.
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(021) Collected Works - Proceedings

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